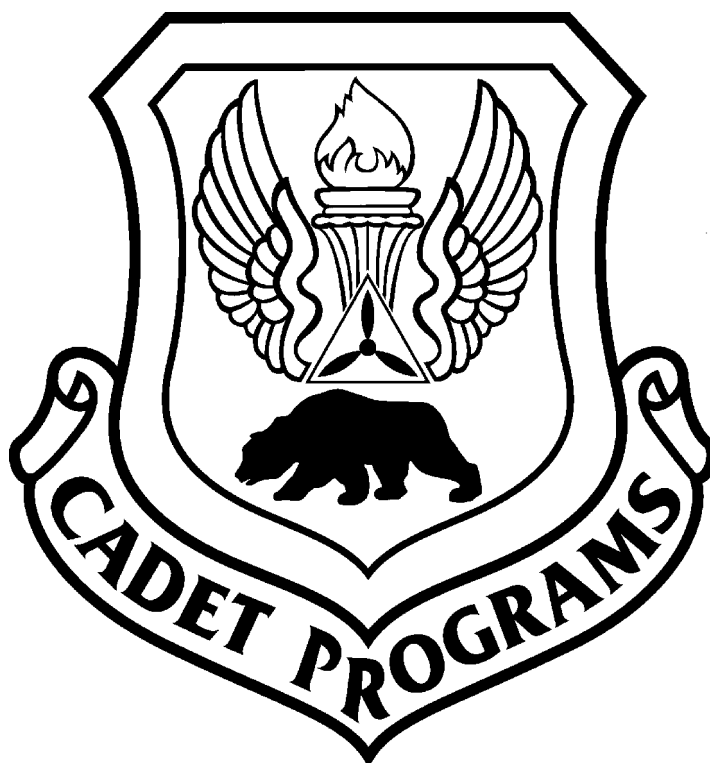


CADET ENCAMPMENT ENCAMPMENT TRAINING MANUAL

1 JULY 1999

**CAPR 52-16
CAWG Operating Instruction - 1**



Cadet Programs Section, California Wing
United States Air Force Auxiliary
Civil Air Patrol

Cadet Programs
ENCAMPMENT TRAINING MANUAL
(ETM)

No written word can replace dynamic, creative leadership. This manual is intended as a foundation from which the individual staff member can implement the encampment program to make his own individual contribution to the mission of training cadets in California Wing. It should become the personal goal of each member to give encampment the substance necessary to make it a worthwhile experience for the cadets who attend. The staff should also be constantly striving to learn and enhance their own education through the encampment experience. Through their efforts, their determination, and their attitudes, the cadets will achieve the growth and the superior education that have become trademarks of California Wing and The Cadet Training Group.

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Chapter 1 INTRODUCTION

1-1. General. To carry out the mission of encampment we are provided with certain tools and constraints. We are provided by National Headquarters with a curriculum for the academic material to be covered, with a leadership training course, and with the opportunities offered by the facility hosting the encampment. We also have regulations, policies, manuals, and guidelines structuring our use of the available resources. The most essential ingredient to a successful encampment however is people: the people in attendance as flight members, and the people responsible for them. For this reason, it is critical to the success of encampment that the roles, duties, privileges and responsibilities of each person attending the encampment be carefully and thoroughly defined. Each staff member must have a firm understanding of the goals and ideals of the encampment program.

1-2. Purpose of Encampment.

a. **National Headquarters.** As stated in CAP Manual 50-16 "CAP encampments are designed to provide CAP members an opportunity 1) to apply knowledge gained in the cadet and senior programs to practical situations, 2) to develop a greater understanding of the CAP mission and CAP capabilities, and 3) to develop their potential for aerospace leadership in an actual aerospace environment.

b. **California Wing.** The goal of the encampment program in California Wing:

- (1) To standardize basic cadet training within the state.
- (2) To develop skills in interpersonal relations.
- (3) To develop skills in time management, counseling, and teaching by the cadet staff.
- (4) To instill group cooperation and teamwork.
- (5) To instill a sense of discipline in the Cadet Corps of California Wing.
- (6) To challenge each cadet to accomplish tasks and insure that they succeed.

1-3. Philosophy. Encampment can be the most significant, worthwhile training experience in a CAP cadet's career. Training is what encampment is all about. Cadets are trained. Staff members, cadet and senior, are trained. Each person at encampment is constantly learning and teaching. To achieve the overall goals, a positive attitude is essential. Each staff member has an obligation to learn as much as they possibly can and to offer the highest quality of training possible to others; subordinates and superiors alike. The staff must remember at all times that their first duty is to the members of the basic flight. Each staff member must concentrate on providing the best possible training to the cadets in their charge.

1-4. Authority. The Cadet Training Group is charged with conducting the encampment training for cadets throughout California Wing. The group is an organization of its own,

with its own internal structure. It exists at the direction of the Commander, California Wing, and the Director of Cadet Programs. The commander and staff are appointed each year by the Director of Cadet Programs, or a designated representative. The commander of the CTG is appointed on a wing personnel authorization, subordinate staff members may be appointed on CTG personnel authorizations. The CTG is a cadet organization, subordinate to the Wing Commander, Director of Cadet Programs, and senior staff at encampment.

1-5. History.

a. **Encampment.** The Civil Air Patrol Encampment program traces its lineage to the basic training concepts of the United States Army. Prior to World War II, the common practice was for soldiers to join their unit of assignment and receive their initial training there. During World War II, basic training for Army personnel was consolidated into numerous training units for "Basic Training". This training was conducted by personnel who were selected to follow a set training curriculum. The training was somewhat similar to the type of training given West Point Cadets, although with the program changed to suit the needs of enlisted soldiers. At the conclusion of this training, soldiers were assigned to their units. Another contributor to the encampment program was the "Aviation Cadet" program. This system selected candidates for flight training. Since the majority of pilots in the U.S. Army Air Corps (after September 1941 the U.S. Army Air Forces) were commissioned officers, training was also provided in military skills. Flight training in the Aviation Cadet program frequently took advantage of the availability of civilian flight instructors. To assist with military training, active duty officers were assigned to training centers. Frequently, these officers had only recently been commissioned themselves. Their purpose was to teach customs and courtesies, drill and ceremonies and other military skills, including military tactics. This concept had originally been used at West Point, which had assigned officers to teach cadets. Both at West Point and in the Aviation Cadet program, these officers were thus known as "Tactical Officers". This title has been retained in the CAP encampment program, even though The USAF no longer refers to similar positions by that title.

The military training programs now used by the U.S. Army, Navy, Air Force and Marine Corps is still very similar to the type of training provided during the 1940's and 1950's, with obvious changes in the areas of technical skills. Training philosophies have changed also, with more emphasis on preparing trainees to be able to acquire future skills and less emphasis on strict discipline for the pure sake of discipline.

Military training provided to Reserve Officer Training Corps cadets and Officer Candidate School students also evolved from the same background, with added emphasis on leader-

ship development.

During the 1950's, CAP encampments were the highlight of a cadet's training experience. Encampments were typically 2 weeks long and frequently away from the cadet's home state (USAF military airlift was used to transport CAP personnel.) Housing, mess and training facilities were abundant, since many of the WWII facilities were still being used by the Air Force. The grades of Cadet Lieutenant Colonel and Cadet Colonel were reserved for use at encampment. Completion of encampment was a prerequisite to earning the Certificate of Proficiency (COP). When the Certificate of Proficiency was renamed to the "General Billy Mitchell Award" in 1965, encampment completion was retained as a prerequisite.

In the 1960's and 1970's, encampment training was modified, partially to suit the increased number of teenagers with summer jobs and also to adapt to the changing Air Force training needs. The Vietnam War was occupying the attention of the Air Force, while the World War II facilities started to be eliminated as part of modernization projects. Since the Air Force had standardized basic training to one facility (Lackland AFB, Texas), there was no longer any need for "Troop Housing" of the type adaptable to CAP training needs.

The encampment program of today manages to encompass realistic training goals in a well organized, compressed time frame. Encampments may be held on military facilities of any service, not exclusively Air Force bases.

b. Cadet Training Group. California Wing Encampments were typical of those held around the country during the 1950's and early 1960's. With a high cadet population, however, California encampments tended to be fairly large. There was also a need to hold multiple encampments in California in order to accommodate all who wished to attend. A general problem with multiple encampments was a lack of standardization in training matters. Each Encampment Commander is appointed by the Wing Commander and is directly subordinate to him. However, there has always been individual interpretation of training standards from commander to commander. Nevertheless, the encampment program was well supported by Senior Members and cadets alike. The 1965 encampment at Norton AFB was often held up to be the example of what the encampment program was trying to accomplish. That encampment was structured as a Cadet Wing. The 1966 and 1967 encampments were smaller and held out of state; 1966 had two, at Eileson AFB, Alaska and Maxwell AFB Alabama, with 1967 being a return visit to Eileson. The 1967 Eileson AFB encampment was cut short due to a devastating flood in the Anchorage area. CAP personnel were called in to assist with disaster relief and were commended for their contributions. Every person

attending received credit for encampment completion despite the shortened training schedule.

In 1968, the Air Force, for the first time, notified California Wing that it could not support an Air Force encampment. There was neither room available at California bases, nor was there airlift available to go to other bases. Two type "B" encampments were held, with a low cadet participation. In 1969, the U.S. Army made Camp Roberts, near Paso Robles, available. Camp Roberts was then and still is a California Army National Guard training center. This encampment was the last California Wing encampment to use a Cadet Wing as the command structure, with two subordinate Groups. The Groups were named after the main components of that summer's lunar landing, Eagle Group and Columbia Group. From 1970 to 1972, small, multiple encampments were held throughout the state, usually on Air Force bases. This again resulted in the problem of lack of standardization as well as a problem with ensuring that adequate staff was available. In 1973, the Vietnam War ended, the Air Force was again able to provide a higher degree of support and Vandenberg AFB, near Lompoc was made available. A Cadet Group with two Squadrons was organized. In 1974, VAFB was used again. The Vandenberg facility was considered to be ideal, since the location, weather and activities all suited the training needs. Additionally, Air Force ROTC had a permanent facility there, with barracks, administration headquarters and dining hall, along with drill field and recreational facilities.

In 1975, recognizing the need for continuity in the encampment program, Captain Christopher N. Reichow, California Wing Director of Cadet Programs, was authorized to implement the "California Wing Cadet Training Group" (CTG). This simple concept provided for continuity in command from encampment to encampment. Only cadets could belong to the CTG. Instead of re-using squadron numbers from year to year, each squadron would be activated at the start of encampment and then deactivated at the conclusion. The first commander of the CTG was Cadet Lieutenant Colonel Scott E. Bartel. The Commanders of the first three Cadet Training Squadrons were: 1st CTS - Cadet Captain Andrew K. Weaver; 2nd CTS - Cadet Captain Michael J. Kathriner; 3rd CTS - Cadet Captain Anthony G. Scotch. Each year, since 1975, California Wing encampments have continued with the sequential numbering of Cadet Training Squadrons. Thus, the Cadet Training Group transcends time and is always active. It's current status is that of an unchartered unit within California Wing. Training philosophies and techniques are uniform from encampment to encampment, regardless of the location held or the make up of the staff. The Commander of the CTG is appointed annually by the Wing Commander.

Chapter 2 ORGANIZATION

2-1. Cadet Staff General. To establish an effective working environment, it is necessary that the relationships between the various participants be outlined. The CTG is organized as a group with two or more subordinate cadet training squadrons. These squadrons in turn have subordinate cadet training flights. All cadet members at encampment are assigned to the Cadet Training Group. Positions may be modified or added to by the Cadet Training Group (CTG) commander, with the approval of the Encampment Commander. See figure 2.1

2.2. Temporary Grade Structure. Encampment is a controlled leadership laboratory environment in which the optimal structure is important. This manual authorizes a temporary grade structure for California Wing Cadet Training Group (CTG). Members of the CTG cadet staff and its subordinate units are authorized the following grade as they correspond to their assigned position:

CTG Commander	E/LtCol*
CTG Deputy Commander	E/Maj**
CTG Executive Officer	E/Maj
CTG Directors (OPS/Admin.)	E/Capt
CTG Staff Officers	E/1Lt
CTG Sergeant Major	E/SMaj***
CTG Staff NCO	E/TSgt
(Squadron Size Encampment)	
CTS Commander	E/Maj
CTS Deputy Commander	E/1Lt
CTS Staff Officers	E/2Lt
CTS Staff NCO	E/TSgt
(Group Size Encampment)	
CTS Commander	E/Capt
CTS First Sergeant	E/MSGt****
Flight Commander	E/2Lt
Flight Sergeant	E/TSgt

* Spaatz cadets will not remove their earned grade.

** Position only authorized at group level encampments

*** This grade only exists in California Wing CTG. A special grade insignia and whistle is worn. This person is addressed as "Sergeant-Major"

**** A diamond over grade insignia and whistle is worn. This individual is addressed as "Sergeant"

The CTG Commander will be appointed/promoted by a California Wing Personnel Action. The balance of the CTG Staff and CTS staffs will be appointed/promoted by CTG Personnel Action. Each cadet staff member will enter into a contract with the Commander, CTG (Attachment 25). Cadet staff members are authorized to wear this temporary grade only while attending encampment or at any time they are representing the CTG

~~and its subordinate units. ALL temporary grades are rescinded at the conclusion of encampment and cadet staff members will depart the encampment area wearing their earned grade as shown on their CAPF59. Cadets will not wear temporary grade at their home units.~~

2-3. Selection of Cadet Flight Positions. Within each flight, the Flight Commander, with concurrence of the Tactical Officer, shall appoint cadets to the following flight level positions: Guide, Element Leaders, and Assistant Element Leaders. Cadets will be appointed to these positions in recognition of their performance in all encampment activities. Flight commanders are encouraged to take advantage of these positions carefully in training their flights.

2-4. Cadet Position Descriptions. The following are position descriptions for staff members of the Cadet Training Group. These descriptions are not intended to limit or restrict action. They are merely presented to give a general direction and background of each cadet staff position.

a. **Cadet Group Commander.**

(1) Overview. The commander of the CTG is responsible for the implementation and conduct of the encampment program as conducted by California Wing. He/she is responsible to the Director of Cadet Programs or his designated representative for the overall encampment program. The Commandant of Cadets is the senior advisor to the Group Commander regarding specific encampments.

(2) Objectives:

- Provides focus and direction to the officers of the CTG, to insure proper implementation of the encampment program.
- Assists in the selection of qualified senior cadets for service at the group staff level.
- The maintenance and consistency of training standards throughout the wing encampment program.
- Serve as a role model and example for all the members of the Cadet Training Group.
- Provides counseling services when appropriate.
- Provide an appropriate forum for feedback and criticism of the encampment program.
- Fostering cohesiveness, teamwork and unity of purpose within the unit thereby creating the Cadet Training Group.

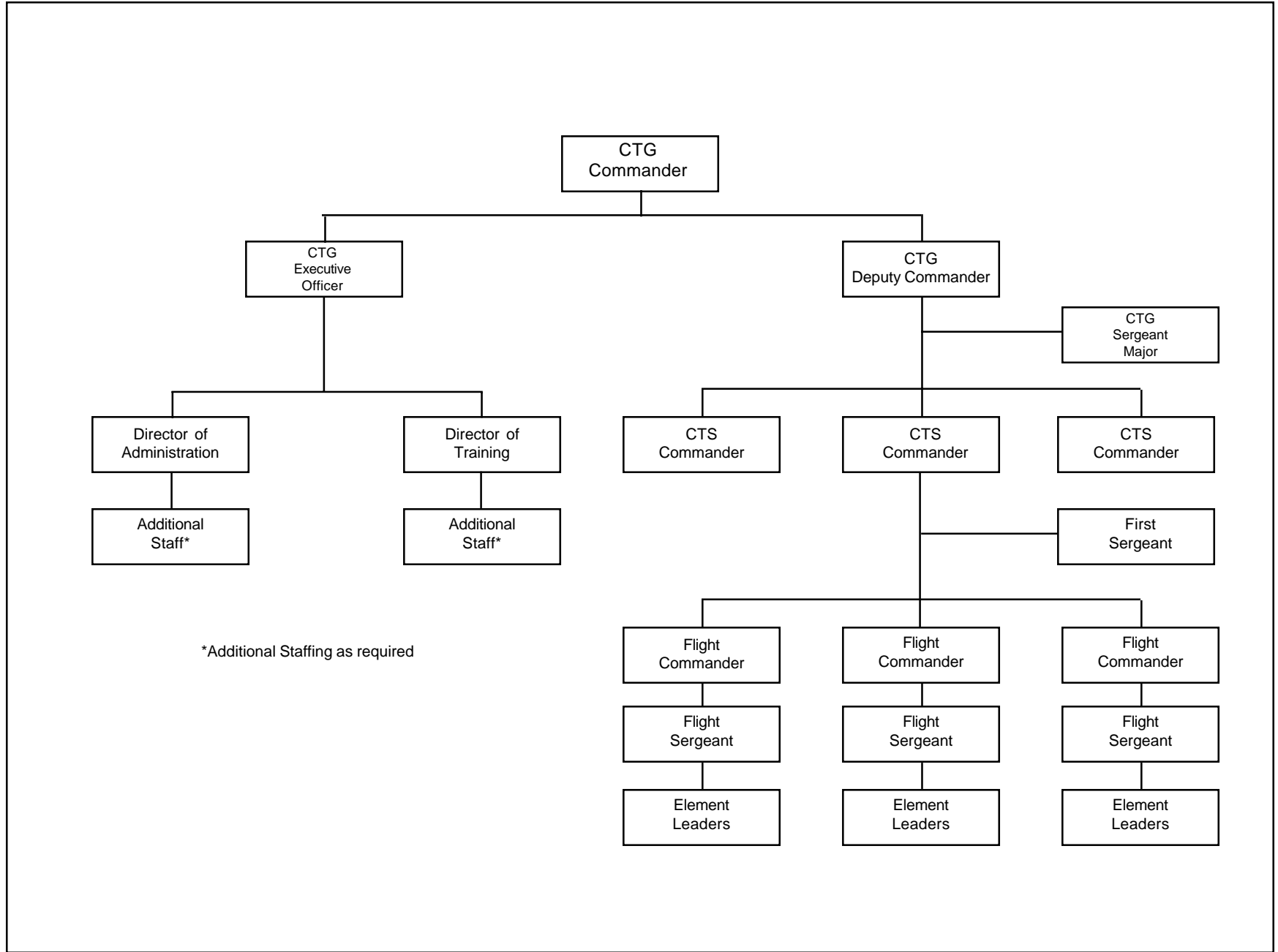


Figure 2-1. Organizational Chart - The Cadet Training Group

(3) Examples of tasks:

- In consultation with appropriate senior staff, the selection of the Cadet Deputy Commander and the Cadet Executive Officer.
- Approval of the Cadet SOP and it's supplement(s) for each encampment.
- Conducts the group inspection at all California Wing encampments.
- In consultation with appropriate senior staff, supervises the creation and content of the encampment schedule.
- Conducts the post-encampment critique.

b. Cadet Deputy Commander.

(1) Overview. The Deputy Commander is primarily responsible for coordinating, controlling and directing the **training** activities of the Cadet Training Group. The Deputy Commander is directly responsible to the Group Commander for the training and performance of all line personnel at the encampment. *Note: Authorized at group level encampment only.*

(2) Objectives:

- Quality training of all the "line" personnel at the encampment.
- Direct supervision and evaluation of the performance of the Cadet Squadron Commanders. (*Group Level encampments only.*)
- Adherence to the established cadet training schedule.
- Compliance with the established encampment academic, physical fitness and training program.

(3) Examples of Tasks:

- Reviewing the schedule with the Squadron Commanders each evening for the following day.
- Conducts the Group Training Meeting (GTM) and discusses training progress, the schedule or particular problems within the squadrons.
- Monitors exams, physical fitness, and training events in order to define the level of effectiveness of training. Advises Squadron Commanders on areas needing repair.

c. Cadet Executive Officer.

(1) Overview. The Executive Officer is primarily responsible for coordinating, controlling and directing the **support** activities of the Cadet Training Group. The Executive Officer is directly responsible to the Group Commander.

(2) Objectives:

- Quality training of all the "support" personnel at the encampment.
- Direct supervision and evaluation of the performance of the Cadet Officers working in a support role.
- Adherence to the established cadet training schedule.
- Compliance with the established encampment logistic, administrative and training program.

(3) Examples of Tasks:

- Oversees the generation of the CTG Personnel Authorization.
- Conducts personnel evaluations providing feedback of performance.
- Assists in the selection of support personnel.
- Supervises and approves production of the encampment newsletter.

d. Cadet Squadron Commander.

(1) Overview. The Cadet Training Squadron Commander is responsible for the coordination, control and direction of, the encampment program within the Cadet Training Squadron. This includes academic, physical fitness and general training objectives. (*NOTE: Cadet Commanders (CTS) at squadron level size encampments will be responsible for tasks outlined in Group Commander description.*)

(2) Objectives:

- Evaluates the effectiveness of the training within the Cadet Training Squadron and through guidance and direction of the flight staff makes appropriate adjustments.
- Coordinates necessary logistical and administrative support for the Squadron.

- Plans the activities of the CTS in accordance with established Group training requirements.

- Fosters cohesiveness, teamwork and unity of purpose within the unit thereby creating a Cadet Training Squadron.

(3) Examples of Tasks:

- Conducts the Squadron Training Meetings (STM) each night in order to review and evaluate the effectiveness of the training.

- Participates in the selection and recognition of outstanding personnel at the Squadron level (Squadron Honor Cadet etc.)

- Evaluates the performance of the Flight Commanders.

- Evaluates the performance of the flights in order to establish level-of-training within the squadron.

- Conducts the Squadron Inspections.

- Counsels with the Flight Commanders to assist them in organizing and preparing their Flights' implementation of the encampment training program.

- Provides leadership and guidance to the Flight Commanders to insure a coordinated effort between flights under his/her command.

e. **Cadet Flight Commander.**

(1) Overview. The Flight Commander is primarily responsible for the direction and implementation of the encampment program to the basic cadets within the flight and his/her flight staff. The Flight Commander reports directly to the Squadron Commander.

(2) Objectives:

- Fostering cohesiveness, teamwork and unity of purpose within the unit thereby creating a Cadet Training Flight.

- The proper completion of all flight-level classes and instruction given during the encampment. Proper completion requires that the training not only be heard, but demonstrated as well.

- Familiarization of the flight members with all rules

and procedures as outlined by the Cadet Standard Operating Procedure (SOP).

- Measurable proficiency of all drill movements and procedures, insuring successful execution of drill competition and formation/ceremony formalities.

- Adherence to all required customs and courtesies by the basic cadets and flight staff under his direction.

(3) Examples of Tasks:

- Completion of the Cadet Workbooks in satisfaction of the academic requirements.

- Constant training and review of memory work.

- Personally conduct instruction on the proper method of folding/rolling of the T-shirt. Follow-up attempts are solidified with reinforcement.

- Instruction of flight members on the proper execution of reporting procedure.

- Practicing the Command Sequence (54 commands) with the flight on a regular basis.

f. **Cadet Sergeant Major.** (Addressed as Sergeant Major)

(1) Overview. The Cadet Sergeant Major is responsible for insuring that the cadet noncommissioned officers of the Cadet Training Group are thoroughly familiar with their duties and responsibilities. *Note: Authorized at group level encampment only.*

(2) Objectives:

- The Sergeant Major must maintain and reinforce the finest ideals and performance of the NCO.

- The successful completion of the encampment physical fitness program.

- Provide feedback to the Group Staff regarding the effectiveness of the NCO's of the CTG.

- Provide feedback and counsel to the Squadron First Sergeants regarding their effectiveness and performance as NCO's.

- Relieve the Group Staff of any routine administrative or informational tasks.

(3) Examples of Tasks:

- Personally supervises the execution of the Physical Training Program.
- Reinforce the image and performance of the NCO during all mealtimes.
- Takes notes during all Group Inspections.
- Organizes the CTG Volleyball Competition.
- Serves as Chief judge during the CTG Volleyball Competition.
- Perform with flawless execution all formation/ ceremony duties.

g. **Cadet First Sergeant.** (addressed as Sergeant)

(1) Overview. The Cadet First Sergeant is responsible for insuring that the noncommissioned officers of the CTS are familiar with their duties and responsibilities. The Cadet First Sergeant reports to the Squadron Commander and receives advice and instruction from the Cadet Sergeant Major.

(2) Objectives:

- The First Sergeant must maintain and reinforce the ideals and performance of the NCO.
- The successful implementation of the Cadet Training Squadron physical fitness program.
- Provide feedback to the Squadron Commander regarding the effectiveness of the NCO's of the CTS.
- Provide feedback and counsel to the Flight Sergeants regarding their effectiveness and performance as NCO's.
- Relieve the Squadron Commander of any routine administrative or informational tasks.

(3) Examples of Tasks:

- Personally execute the squadron's morning PT routine.
- Reinforce the image and performance of the NCO at all times.
- Accompany the Squadron Commander on the

Squadron Inspection.

- Serve as chief judge during the squadron volleyball competition.
- Perform with flawless execution all formation/ ceremony duties.
- Forward to all Flight Commanders schedule changes for acknowledgment.
- Assist in the training of the Flight Sergeants.

h. **Cadet Flight Sergeant.**

(1) Overview. The Flight Sergeant is directly responsible for the personal implementation of the encampment training program. The Flight Sergeant reports to the Flight Commander and also receives advice and instruction from the First Sergeant and the Sergeant Major.

(2) Objectives.

- Implementation of the flight-level academic, physical fitness and training programs.
- Instruction and reinforcement of the Cadet Standard Operating Procedures.
- Satisfaction of the daily training goals and objectives established by the Flight Commander.

(3) Examples of Tasks.

- Teaching the various drill movements.
- Constant reinforcement of the immediate tasks at hand (the right way to fold a T-shirt).
- Constant quizzing of the flight members on their assigned memory work.
- Practice of drill and ceremonies.
- Enforcement of customs and courtesies ("yes sir" and "no sir").

i. **Element Leader.**

(1) Overview. The Element Leader is responsible for the supervision of the members of his/her element. The Element Leader reports directly to the Flight Sergeant. The Element Leader is selected from the membership of the flight.

(2) Objectives:

- To implement whatever assignments or tasks the Flight Sergeant delegates to the Element Leader.

- To assist the membership of the element towards the accomplishment of the mission.

- To provide additional assistance and instruction to the members of the element having difficulty.

- Contribute personally to the motivation, teamwork and esprit de corps within the element.

- To develop leadership skills within the more advanced basic cadets

(3) Examples of Tasks:

- After the standard amount of instruction, providing an element member with firsthand demonstration of how to make a rack.

- Quizzing the members of the element on memory work.

- Coordinating the barracks routine so as to maximize effectiveness.

- Leading songs and/or jodies while marching to and from location.

2.5. Senior Staff Position Descriptions. To establish an effective working environment, it is necessary that the relationships between the various participants be outlined. These job descriptions are in addition to those outlined in CAPM50-16. See figure 2.2.

a. Assistant Tactical Officer.

An assistant tactical officer is a senior member or cadet may assigned to each flight at an encampment. As with the tactical officers, the assistant tactical officers are selected by the commandant of cadets from qualified applicants with the approval of the encampment commander. Qualifications for assistant tactical officer positions are found in the Tactical Officers Certification Program. The assistant tactical officer position is often considered a training position. The assistant tactical officer is responsible to the tactical officer.

Assistant Tactical Officers are responsible for assisting the tactical officer in:

- 1) Safety, health and well-being of the cadets.
- 2) Training, guidance and assistance to the flight staff.
- 3) Ensuring that the encampment training program is progressing in a satisfactory manner.

The positions of tactical officer and assistant tactical officer are very demanding, assistant tactical officers are important in lightening the load and lessening fatigue for both parties.

b. Tactical Officer

A Tactical Officer is a senior member assigned to each flight at an encampment. Tactical officers are selected from qualified applicants by the commandant of cadets with the approval of the encampment commander. Qualifications for tactical officer positions are found in the Tactical Officers Certification Program. Tactical officers are responsible to the commandant of cadets at the encampment.. The Tactical Officer or Assistant Tactical Officer shall accompany the flight at **all** times.

(1) Responsible for:

- Safety, health and well-being of the cadets.
- Training, guidance and assistance to the flight staff.
- Ensuring that the encampment training program is progressing in a satisfactory manner.
- Training and evaluating assistant tactical officers.

c. Senior Tactical Officer

At large encampments one of the more experienced tactical officers may be selected from each Cadet Training Squadron to serve as Senior Tactical Officer. In addition to his responsibilities as a tactical officer, the Senior Tactical Officer provides guidance and assistance to the squadron commander and first sergeant. He also serves as a communications channel between the chief tactical officer or commandant and the tactical officers in that squadron.

d. Chief Tactical Officer At large encampments an individual with extensive tactical officer experience may be selected by the commandant to supervise the tactical staff. His duties include training and evaluating tactical officers and assistant tactical officers. The chief tactical officer is responsible for orienting individuals selected as assistant tactical officers that are new to the California Wing Encampment Program. The Chief Tactical Officer may be delegated the task of conducting the daily tactical officers meeting.

e. Commandant of Cadets

The CAP encampment commandant of cadets implements, controls, and evaluates training activities for cadets.

(1) Responsible for:

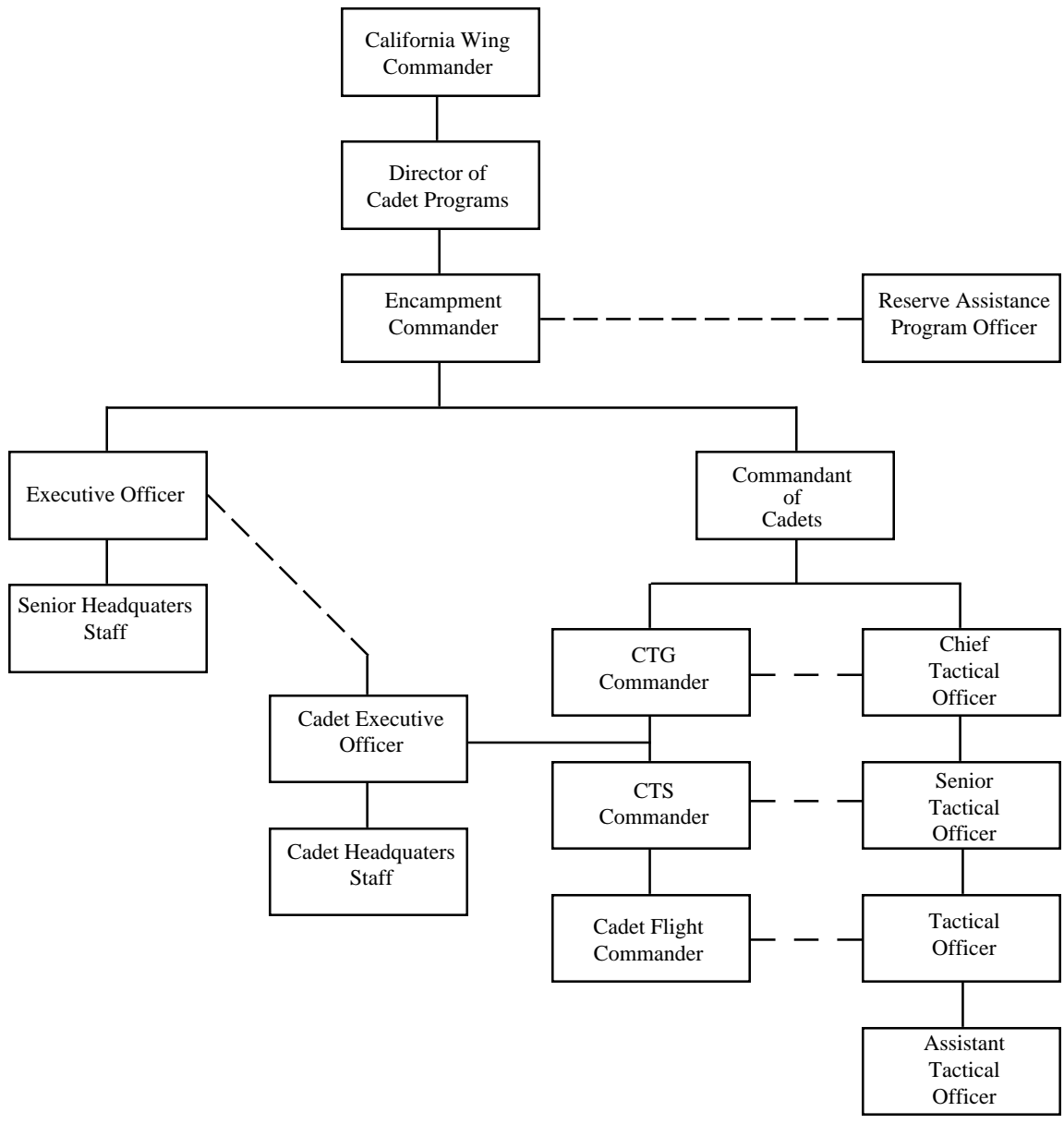


Figure 2-2. Organizational Chart - Senior Members

- Implementation of the encampment curriculum prescribed by National Headquarters and California Wing. Reference CAPR 52-16.

- Selection of the encampment Tactical Staff to include the Chief Tactical Officer, Senior Tactical Officers, Tactical Officers and Assistant Tactical Officers.

- In consultation with the Cadet Group Commander, selection of the Cadet Deputy Commander and any other positions deemed necessary for the encampment.

- Coordination with the encampment staff, the preparation of standing operating instructions to accomplish cadet training.

- Organizing cadet activities not prescribed by National Headquarters.

- Supervising and exercising management control over subordinate staff officers.

f. **Executive Officer** The CAP executive officer assists the commander in the administration of the encampment. The executive officer relieves the commander of supervisory details and performs duties assigned by the commander. The principal responsibilities of the executive officer are:

The proper administration of the encampment and its personnel to include supervision of: Personnel Authorizations, Military Support Authorizations, and other administrative requirements deemed necessary by the commander.

The efficient operation of the encampment, to include supervision of: communications, transportation, tours, and military sponsored activities, and other operational responsibilities deemed necessary by the commander.

In consultation with the Cadet Group Commander, selection of the Cadet Executive Officer for the encampment.

To this end, the executive officer will select, organize and supervise a headquarters staff to accomplish these duties.

g. **Encampment Commander** The CAP encampment commander is responsible for the overall administration, operation, and training program of the encampment. In addition, responsibility for the actions of all CAP personnel attending the encampment and their compliance with both CAP directives and instructions issued by the installation are the encampment commanders'.

(1) Responsible for:

- Selection of key senior member staff at least 90 days prior to encampment.

- Coordinating administrative and operational matters with appropriate installation authorities prior to, during the operation of, and at the close of the encampment.

- Supervision of the preparation of the encampment training schedule.

- Appointing and supervising staff personnel as necessary.

- Completing encampment reports described in CAPR 52-16 at the close of the encampment

- If, during the encampment, neither the Wing Liaison Officer nor Wing Reserve Assistance Coordinator are available, the commander will effect direct coordination with the base liaison officer regarding all encampment requirements.

- All personnel serving in a Tactical Officer position at encampments in California Wing are subject to the requirements set forth in this manual. These requirements apply to all California Wing encampments.

Chapter 3 ENCAMPMENT MODEL

3-1. Introduction. The title of this chapter may be a little confusing. As you read this, you may be asking what encampments have to do with models, and why are we worried about it anyway? Probably the best example we can give is “George.” George was the anatomical model in a seventh grade biology class. Every time there was a question relating to human anatomy, George would literally “spill his guts.” Seriously, George was there so that we could see how things worked inside the human body... without the necessity of sacrificing one of our classmates. He was easy to take apart (and for some, to put back together), was slightly “larger than life,” and had all of his parts conveniently labeled. He made it simpler for students to see what the parts were, and how they related to each other. To help with understanding how encampment works, we have built a model. Like George, the model is just a representation of what encampment is about: it defines terms, identifies the various parts, and shows how they relate to each other. Our model is a tool to study encampment, find out how it works, and help you to be comfortable with it.

Our encampment model has objectives, phases, and a training plan instead of bones, a thyroid, and a brain. Like bones, objectives give structure and support to the “body;” they support encampment by giving us direction and telling us where we’re going and what we need to do. The thyroid gland regulates growth and development in the body, just as our phases regulate or pace our training program. The training program includes the material we teach at encampment. This program is really the “brains,” containing the body of encampment knowledge. To carry the comparison almost too far, understanding the various “organs” of our encampment model and their relationships is necessary if we are to “operate” as competent professionals at the encampment.

3-2. Objectives. “It’s pretty difficult to know that you’ve reached your destination if you have no idea where you’re going.” Probably nobody will argue with this sentence; it’s just common sense. That being the case, it’s important that the staff at an encampment, that YOU have an idea of our encampment “destination.” A statement of destination is often called a “goal,” or “objective.” Statements about how to get there are called “strategies.” Before we can begin to establish and understand objectives for encampment — that is, to agree on where we’re all headed as the Cadet Training Group, it’s probably worthwhile to have a short discussion on what objectives are, and how to build them.

Our “destination,” at encampment is where we’re headed with our training... what it is we’re trying to accomplish through our training. Another way of looking at this idea is to define the results of our training. The difference is an important one. If we look at what we’re trying to accomplish, we might ask, “Did we follow all the steps? Have we covered all the bases? (Did I teach the class? Did I inspect the barracks?)” If we look

at the results, we ask, “Did the *cadets* get their workbooks completed correctly? Can the flight execute a column maneuver correctly? Did they *learn* the basic concepts in the class that I taught? Do they *know* how to make a rack (And can they show me?).” One kind of objective focuses on what the staff is supposed to do, the other on the skills and knowledge the cadets take with them from encampment. Since the most important part of encampment is what the basic cadet accomplishes, let’s develop our objectives according to the second idea.

Notice that when we asked ourselves questions about the cadets’ accomplishments, we asked about things that the cadets could *do* as a result of their participation in training. Our objectives should be phrased in the form of a statement that tells what a cadet can do (or do better) as a result of training. This statement should describe something that we can see, and if possible, measure (so that we know how much learning took place). Words like “describe, demonstrate, perform, make, and recite,” should be used rather than words like “know, learn, ‘be aware of,’ or ‘be familiar with.’” “(How do we know if a cadet “is familiar with the SOP”)? We ask her questions about specific points, and she answers them. The objective then should include “be able to answer questions about...” Psychologists and teachers call this kind of objective a “behavioral objective”, because it describes an observable, measurable behavior we would like the individual to be able to do as a result of training.

As you will see, it is not always possible to define an objective that describes the particular result that we are trying to achieve. For example, if our training mission were “to have the cadets learn the multiplication tables”, a reasonable objective might be:

“At the end of training, the cadets will be able to perform multiplication of any two given single digit numbers, arriving at the correct product.”

This is a clear, complete statement of what we expect the cadets to be able to do, including a measurement (“arriving at the correct product.”) But what is a good behavioral objective for the training goal: “To develop esprit de corps in the flight, develop a sense of flight identity, and flight interdependence”? You can see it is difficult to define the behavior “interdependence,” or “esprit de corps.” We have difficulty in watching people do “esprit de corps!” We know when they have it however, because we have learned that people in a group with “esprit” will behave in certain ways: they will help one another voluntarily, they will take responsibility for the group as well as themselves (picking up the barracks when not assigned to do so, cheering for their teammates in a volleyball game), they will spontaneously begin to make NOISE (jodies, etc.) in the barracks. We may not be able to observe “esprit de corps” as

a behavior, but there are things that we can watch people do that will tell us they have it. These things are called “indicator behaviors—” behaviors which we can observe, and which through experience, we have learned are indicative, or demonstrate that an individual has achieved a certain training objective.

It should be clear now that objectives are important because they tell us what we are to accomplish and also give us an idea of how to tell if it has been accomplished. Objectives establish the basic framework for our model. They help us to decide what things need to be done in order to accomplish our mission effectively. In the case of encampment, objectives define the behaviors we expect from the cadets as a result of our training program. They help us to set training strategies or plans, and to make all of the day-to-day decisions necessary in carrying out our training mission.

The encampment provides a real challenge in terms of objectives however: trying to define them! It seems that there are countless opinions about what encampment is for, what training is most important, what should be taught when, and so on. The reason for this is that encampment trains on many different levels, and with many different objectives. At this point then, rather than trying to provide you with an exhaustive list of objectives, it might be more productive to understand the kinds of objectives that there are at encampment to help you in creating your own list. This process of defining or discovering objectives and then determining and implementing strategies to accomplish them is really what your job as a staff member at encampment is all about. Let’s begin to build our model (or establish your reference for decision making) by looking at the kinds of objectives at encampment.

a. **Encampment Skills.** The first group or category of objectives we need to understand relates to those things we expect cadets to be able to do to succeed in the encampment environment. We provide a detailed set of behaviors (things to do) for cadets in the Basic Cadet Standard Operating Procedure (SOP). The SOP, along with the *Cadet Program Management* (CAPR 52-16), the *Uniform Manual* (CAPM 39-1), and the *Drill & Ceremonies Manual* AFMAN 36-2203 and *Beyond textbook* provides the specific information about what we expect a cadet to do and to a great degree, how it is to be done. Although we’re calling this category “encampment skills,” many of these objectives also relate to a cadet’s regular training at his home unit; some are rather unique to encampment. As examples, objectives in this category will relate to:

- (1) Performance of drill and ceremonies precisely, and in accordance with definitions and procedures outlined in AFMAN 36-2203 and the encampment SOP.
- (2) Maintaining individual quarters and gear in accordance with the encampment SOP.
- (3) Behaving with proper decorum in accordance

with the SOP in the dining hall.

(4) Wearing the CAP uniform in accordance with CAPM 39-1.

(5) Participating in encampment activities on time and in proper uniform.

(6) Attending academic classes at the encampment.

(7) Learning (and being able to demonstrate that learning) the material presented in those classes.

The list above is intended to give you an idea of what behaviors and objectives fall into this category, not to limit your thinking or ideas about the category.

Please note that behaviors relating to the Encampment Skills objectives can be easily observed and measured, and that this evaluation can take place during the encampment itself. As an example, standing at the position of attention is very clearly defined in AFMAN 36-2203 and any staff member (or other cadet for that matter), can observe someone standing at attention and criticize his performance against the published standard. One of the individual skills we are trying to teach is “attention to detail.” Again an example: the cadet is expected to arrange his personal equipment according to the encampment SOP. While the concept of “attention to detail” may be difficult to observe or measure, we can easily and objectively measure the results of his effort at maintaining his equipment with the published standard. This “indicator behavior” (careful arrangement of equipment in drawers, buttons all fastened, hangars equally spaced, etc.) tells us how well the cadet has achieved the objective of paying “attention to detail.” Perhaps encampment skills can best be defined as those behaviors which define the daily individual routine of the cadet at encampment.

b. **Flight Objectives.** This category of objectives includes behaviors having to do with the flight as a group of individuals who relate to, respect, and depend on one another. These objectives can be thought of as describing the results of the process where the individuals in the flight get to know, respect, and relate to each other as members of the same team. Esprit de corps, teamwork, loyalty to the group, and interdependence are all examples of the results of meeting flight objectives.

It’s easy to set flight objectives and then assume that they are being met at encampment. It’s more difficult to measure and assess their achievement objectively. As there is no standard scale for “teamwork” or “group interdependence,” we have to rely on the indicator behaviors we spoke of earlier to help make evaluations about how well the members of the flight are doing at forming a good, cooperative group. We mentioned some examples of these behaviors above when the topic of indicator behaviors was introduced: voluntary or spontaneous cooperation during FTA time, and even spontaneous singing while drilling. Flight training staff members

will want to look for indicators of pride, high morale, and respect between members of the flight in assessing flight objectives.

The important thing to know about flight objectives and their indicator behaviors is that the identity of the group must come from within the flight itself as a result of the individual cadets' experience in our training program. The point here is that these objectives cannot be "forced" by the flight training staff. The objectives will be met as a result of the cadets' feelings of accomplishment and pride in their flight as they become more and more proficient in the tasks associated with encampment objectives and are recognized for their achievement. Flight objectives cannot be met by having the flight training staff "order" the flight to become a team.

c. **Personal Objectives.** The last category of objectives we will consider is probably the most important. Personal objectives are those which refer to the personal skills and techniques a person acquires at the encampment which contribute toward his or her own development. Included in this list would be self-confidence, self-reliance, and a better self-image. The reason that we say these are the most important is that achieving these objectives makes a contribution to the person himself and offers something of value that the cadet can not only "take home" from encampment, but from CAP as well. Encampment offers a unique opportunity for meeting a challenge and growing personally. Creating an environment that calls for a great deal of effort from the cadets, but in which "reaching for that goal" can be accomplished with safety (psychological as well as physical), in which the cadets have the support of the staff and more importantly their peers, and in which there is a high probability of achieving success, is our job in preparing the cadets to meet their "personal objectives" at encampment.

Assessing and measuring achievement of personal objectives is a job that is really beyond what we can do at encampment. Real, valid measures of an individual's personal growth is a job for professionals. What we can do however, as staff members is to be alert to the behaviors of the cadets in the flights. We need to look for indications of attitude; think about how we expect a cadet with a good attitude to behave at encampment. We expect cadets to try very hard to succeed; we expect them to be courteous and carry themselves with good military bearing; as time goes on, we expect them to be happy in their flights; we expect enthusiasm. These indications of good attitude mean that we have built an environment that will help the cadets "grow in themselves," achieving their personal objectives. Where we don't see indications of a positive attitude, serious attention needs to be given to the training methods or program in the flight, or perhaps for the individual affected.

d. **Definition of Encampment Objectives.** We said earlier that it might be more useful to define categories of

objectives than to just make a list. There are really two reasons for this. One is that trying to create such a list would take too much space in this manual; there are literally hundreds and hundreds of objectives we try to meet at encampment. The other reason is that not every basic cadet or staff member's "list of objectives" will be the same from encampment to encampment. For these reasons, defining objectives and devising and implementing strategies to accomplish them is not something that can be accomplished here in a manual. These tasks fall on the individual flight training staffs at encampment. What we have tried to do in this section is to provide the background necessary to define those objectives, and to give you ideas about how to actually create them. Flight training staffs are encouraged to develop and revise their own objectives before and during the actual encampment. The squadron commander and Squadron Training Meetings are excellent resources for this process.

3-3. Program of Instruction. The training program at encampment includes material in three different areas: Academics, Encampment Skills Instruction, and Personal Development and Counseling. Most of the objectives we can define for encampment will be based on material found in the training program. This is to say that the job of the flight training staff is to set their own specific objectives as they determine how and when the material in the training program is to be presented to their flight. The training program defines what we need to do—setting objectives describes how we are going to do it.

a. **Academics.** These include most formal (classroom) material presented to the basic cadets as required by CAPR 52-16. This would include material on the CAP-USAF Relationship, the functions of an Air Force Base, (i.e. tours, briefings, and orientations by host base personnel), the CAP Emergency Services mission, etc. We expect that all of the material in this area of the training program will be presented by lecture, seminar, or where appropriate briefing/tour. We will evaluate the basic cadets learning of material in this area through written and oral tests and quizzes.

b. **Encampment Skills Instruction.** These are skills that are closely related to the Encampment Objectives we talked about in the previous section. The primary sources for this material are the encampment Standard Operating Procedures and AFMAN 36-2203. This area includes both formal instruction and "barracks practice" (or "drill field practice", for that matter), of the things we expect cadets to DO to succeed at encampment. Evaluation in this area will be accomplished through written and oral quizzes, "spot checks" and inspections. (Don't forget timely feedback!!).

c. **Personal Development and Counseling.** These are areas of the encampment training program devoted to the individual cadet, his character, and maturation. Any counseling, guidance, or personal instruction given to the basic cadets will fall into this area. Included in this area would be seminars

on Attitude and Discipline, the Cadet Honor Code, etc. In addition, any individual work by the tactical officer or other staff members with an individual cadet that contribute to his or her personal growth would be included in this area. Evaluation in this area is very difficult. As mentioned earlier, measuring the growth and maturation of an individual is very difficult and requires professional skills; we can provide instruction here, but aside from certain indicators, evaluation is simply not possible for the most part.

d. **Encampment Training Program.** The actual content of the training program may vary from encampment to encampment. Cadet Training Squadron commanders are responsible for defining the training program for their flight commanders and working with them to develop objectives, specific plans, and schedules to implement the program within their squadrons.

3-4. Training Phases. The last part of our model of encampment describes the order or sequence in which training takes place. By now you should have a good idea of what kinds of objectives we try to accomplish at encampment, and what areas of instruction we try to cover. The framework that holds these pieces together is a phased training schedule. In this section, the word schedule doesn't mean a specific list of dates and times that things are to take place, but rather a definition of the relative order in which things happen. A "phase" is a set of objectives, instructional areas, and training techniques that are grouped together according to the way in which they will be presented to the flight. This order is important because it helps to make sure that the cadets at encampment have all of the "pieces" they need to "build" a successful encampment experience. Just as we cannot start to put the roof on a house before it has a foundation, nor paint on the walls before there are walls (!), we have to present our classes and challenges to the basic cadets at encampment in careful order.

For purposes of this discussion, the ORDER of phases is important, the timing is not. This means that it is not critical how long each phase takes (remembering that we only have a week or so to cover all of them); that we should not expect to complete the first phase no later than the end of the first day, the second phase by the end of the second day, and so on. Different groups, or even different individuals within a group, will learn at different rates, and progress at different paces. The phasing of our program will vary then from flight to flight, and perhaps even from element to element within the flight. Keeping in mind the "flexibility" necessary in our phases, let's take a look at what they are and why we've defined them that way.

To draw once more on the image of building our house, we can think of our training as needing a good foundation, some structure to hold it together, some protection from the ele-

ments, and decorating and landscaping to help the new owners feel "at home" and proud of their home. Our phases follow along the same idea as this "plan." We have four training phases at encampment, pictured here:

Another way of looking at our phases parallels an old principle of training:

Tell 'em what you're gonna tell 'em...

Tell 'em

and Tell 'em what you told 'em.

This means that we need to explain what our training program is about, present the material, and then be sure that each cadet understands the material presented. Our phase one corresponds to "Tell 'em what you're gonna tell 'em, phases two and three to "Tell 'em," and phase four to "Tell 'em what you told 'em."

a. **Phase 1 - Introduction.** The introduction to encampment is where we "lay the foundation" for the basic cadet's successful experience. There are two parts to the introduction: the first is a careful explanation of what the cadet will be expected to learn and accomplish; the second is having the individual cadets make a personal commitment to actually reach the goals set for them. Both of these parts are necessary. The explanations are important for the reasons we outlined in our discussion about objectives: "you have to know where you're going if you're ever going to get there." The commitment is important because if the encampment is to be successful for the individual, he or she must make it because of an individual commitment... the staff cannot "carry" a basic cadet to his or her own personal success.

Staff members should be aware that the expectations or "goals" set for the basic cadets during the introduction include mostly general statements of encampment skills and a simple flight objectives the cadets are expected to accomplish. Note that they are given (and commit to) only things that we believe they can actually accomplish while at encampment. In this way, everyone begins with a common ideas about what we will be doing and expected to accomplish over the course of the encampment.

The introductory phase of training has the most clearly defined "boundaries." That is, it has a very specific starting and ending point. The introductory phase begins as soon as possible after a basic cadet arrives at encampment, and concludes with the end of the briefing and that cadets' making of their commitments.

b. **Phase 2 - Primary Training.** Once the introduction is completed, the flight training staff begins instruction and training in areas included in "Encampment Skills" objectives. The flight commander and the flight sergeant become the primary instructors for the flight: providing most of the classroom, barracks, and drill field instruction for the flight;

setting performance standards and providing feedback to the members of the flight, and the flight as a whole; and, providing the primary source of motivation for the flight and its members.

There is a great deal of information and a large number of skills to be developed during this phase of training. For this reason, the flight training staff will usually create an atmosphere of tension or stress as the training environment for the flight. (This subject is discussed more thoroughly in Chapter 4, "Training.") The important thing to remember about this phase is not the stress or "pressure" that characterize the training however, but the fact that the flight training staff, especially the flight commander and flight sergeant are the primary instructors and motivators for the flight.

Primary training begins immediately after the introductory phase is concluded, hopefully within an hour of the time a basic cadet arrives at encampment. This phase will continue, to some degree, almost to the end of the encampment exercise, because there will probably always be some portion of the training or instruction for which the flight training staff is the primary instructor or motivator. The diagram in Figure 3-1 shows this by having the segment called Phase II continue (although in smaller and smaller measure) all the way through the mid-portion of encampment.

c. **Phase 3 - Secondary Training.** If the flight training staff has been successful in giving the flight a good foundation and has helped the flight members to master the encampment skills in the Standard Operating Procedure, individual members of the flight will begin to feel competent, they will feel that they are not "doomed to a week of misery," but rather that they CAN meet the challenges presented to them, and can achieve the goals set for them at the introductory briefing. This foundation and attitude of competency can be nurtured to grow into a sense of pride in the flight as members begin to respect the skills and competencies of others, and share their talents in support of one another. When the members of the flight have achieved a satisfactory level of individual mastery

of encampment skills, and when the flight training staff has taken an opportunity to begin to foster an organizational pride and identity in the flight, the process of secondary training has begun.

Secondary training is training that is directed and motivated by the flight as a whole. The flight becomes the most important source of motivation and direction for its members. To be successful, the flight must adopt the training goals of encampment as its own, and strive, as an organization, to meet them. The job of the flight training staff during this phase of training is to guide the flight both as a whole, and through emerging basic cadet leaders within, building on its internal strengths, and supporting it as it works as an organization to overcome its weaknesses. It is important to recognize that secondary training is dependent on the flight recognizing itself as a whole. The flight training staff must guard against individual members being excluded or cut out of the group. The "wholeness" of the flight and shared responsibility by its members must be emphasized during this phase.

The diagram in Figure 3-1 shows phases II and III of the program overlapping. This is because the transition from "staff directed" (external) to "member directed" (internal) training does not happen at one specific time. Remember that before phase 3 training can take place, two important things must have happened: 1) Individual members of the flight must have mastered a particular skill (at least to a satisfactory level), and 2) Members of the flight must have begun to recognize the mastery and competency of other members of their flight. You should note that, as we mentioned earlier, not all members of the flight will learn and achieve at the same rate. Does this mean that all members must have mastered all of the training program before phase 3 training takes place? Absolutely not! When enough cadets have mastered a task or skill that they can share it with the flight, they should be encouraged to do so. "Rack-making teams" are a good example of a "core" of competent cadets within the flight sharing their skills in this way. Ideally, these teams will

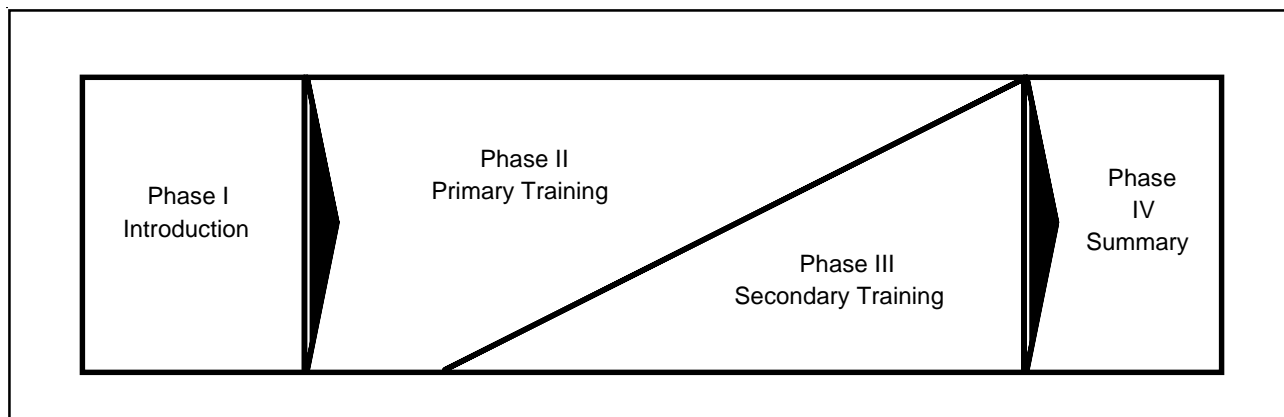


Figure 3-1. Encampment Training Phases

“spring up” of their own accord within the flight, but practically speaking, the flight training staff may need to “nudge” them into being. Also of note is that at some time during the third phase of training, the motivation and direction that comes from within the flight may not be correct or sufficient. It may happen that the flight as a whole becomes over confident and “cocky” or perhaps under confident and discouraged. In these situations, the flight training staff must assume responsibility for motivation and direction for the training of the flight, get things back on course, and hopefully, return responsibility to the flight when it is again ready. This interplay between phases 2 and 3 is the reason for the overlap in the diagram. You should notice though that our goal is to have mostly phase 3 training (training that is motivated and directed internally, by the flight itself) going on by the end of the encampment exercise.

d. **Phase 4 - Summary.** The last phase of training consists of the Parade, Graduation and a debriefing. The purpose of the summary phase of training is to create an intense, positive feeling of accomplishment and self-esteem within the individual members of the flight, and then to review with them their specific accomplishments taking into consideration the goals that were set for them during the introduction at the beginning of encampment. The timing of this review is important, because we are trying to create a link for the cadets between their positive feelings and their specific knowledge of what they have accomplished. We are trying to get them not only to feel good and proud, but also to know why they feel good and what they are proud of. This linking will serve to make sure that the cadets remember the lessons they learned at encampment for a long time, and that they are able to put those encampment skills that are appropriate (remind the cadets that their home squadron is not encampment!), the skills they learned as members of a group, and the things they learned about themselves as individuals to good use in their home squadrons and their lives in general.

The key to the summary phase is the flight level debriefing. The briefing should be conducted by the flight commander, and should include specific instances where the members of the flight and the flight as a whole were successful in meeting the goals laid out in the introductory briefing. Recognition of specific achievements or contributions of individuals, and the highlights of the flight’s growth and achievement as a group is important. The goal of this briefing is to ensure that each member of the flight understands what he or she learned and accomplished at encampment. The guideline for this discussion is the commitment that each cadet made at the beginning of encampment, its result should be a specific understanding of how that commitment was met.

3-5. Summary. The model we have created is designed to help the staff understand the encampment’s purpose, how the process is structured, what material we cover, and how we go about putting all of the pieces together. We began with George, talking about bones, brains, and a thyroid. There is one important organ that we’ve not mentioned in our discussion. This organ is represented in our model by the dedicated staff members who make it their primary duty and responsibility to assure the personal growth and development of the basic cadets who come to encampment in California Wing. This organ is the one that keeps everything alive, keeps everything moving, and circulates enthusiasm and experience, the life’s blood of encampment to every part of our “body,” to every individual cadet in attendance. Our staff is the heart of encampment.

Chapter 4 TRAINING

“The reason for problems is to overcome them. Why, that's the very nature of man...to press past limits, to prove his freedom. It isn't the challenge that faces us, that determines who we are or what we are to becoming, but the way we meet the challenge, whether we toss a match at the wreck, or work our way through.”

*-Richardf Bach
Nothing By Chance*

4-1. General. Encampment can be the one of the most significant, worthwhile training experience in a CAP cadet's career. Training is what encampment is really all about. Each person at encampment is constantly learning and teaching. The basic cadet relies on his flight training staff to provide him with guidance and direction to help him or her meet the goal of achieving a meaningful, worthwhile, and fulfilling encampment experience; at the same time he or she offers and contributes something of himself or herself to the training exercise. In the same way, each staff member has an obligation to learn as much as he or she possibly can, and even more importantly, to offer the highest quality of training possible to others...subordinates and superiors alike.

Training in CAP is a unique situation. As a paramilitary group, we follow certain customs and courtesies that have evolved from the military; we call the rules by which we operate regulations. We wear a military uniform and have the military's respect for discipline, image, bearing, and attitudes. By the same token, we are NOT in the service. We have no LEGAL right to enforce our orders; our subordinates are volunteers. This makes the responsibility of leadership and training in CAP an even bigger challenge than it is in the military service. The effective CAP leader must have the respect and “followership” of his subordinates, or he simply cannot succeed at his task.

In training the basic cadets, staff members need to remember that there is no place at encampment for inconsiderate driving of subordinates, for making arbitrary decisions, or for forgetting that each person on the team is important and has a contribution to make. We also need to remember as members of the staff that it is very easy to fall victim to the feeling of self-importance that comes with responsibility in this organization. Often, staff members will forget that the purpose of the staff is to serve and train the basic cadets, instead of the other way around. Sometimes, in satisfying our own needs, we neglect the needs of our subordinates and fellow volunteers. Avoiding these pitfalls is key in accomplishing our mission at encampment. The authority that we hold as members of the staff is derived from the courtesy and *respect* of the basic cadets. That respect accorded us must be a reflection of the way we treat the cadets. Staff members should always remember that people do not join CAP to have their feelings hurt or to have their egos abused. We must EARN the following of the cadets at encampment; to train them effectively, we must deserve their trust, their confi-

dence, and their respect.

4-2. Training Methodology. Different training methods are used at encampment as appropriate to the different material to be presented. Classroom instruction, laboratory and field exercises, even discussions while on a bus are included in the list of available options the staff has in accomplishing our training mission at encampment. Before discussing how we actually implement training though, let's first investigate some of the tools or methods we have available to us.

a. **Reinforcement and Punishment.** The strongest, most effective tool we have at encampment, or in any training environment, is called “*reinforcement*”. Reinforcement is something given to or done for a person to get them to do or to continue to do something we want. We can accomplish this in two ways. We can reward a cadet's performance of the behavior we are seeking, or we can discourage his nonperformance.

The first method is known as “positive reinforcement.” This is doing something the individual finds pleasant or desirable *when* he begins to exhibit the desired behavior, that is, to do what we want him to. “Negative reinforcement”, on the other hand, is doing something unpleasant or undesirable *until* the cadet begins to exhibit the desired behavior, or at least is headed in the right direction. This reinforcing act may be as simple as telling someone they did a good job, or as significant as awarding her honor cadet for the flight. In any case, reinforcement is a tool we use at encampment to teach people to DO something, to encourage a certain behavior or action.

Another tool we have available is called *punishment*. This is sometimes called “negative reinforcement” in error. Punishment is most easily defined as giving something to or doing something for someone that is unpleasant or undesirable when they do something we don't want them to. Most of us remember an unpleasant experience or two from our childhood when we were caught doing something our parents didn't want us to. They punished us to make us stop doing what they didn't want us to do. The important difference between reinforcement and punishment is that reinforcement helps people to learn or continue TO DO things; punishment, on the other hand, teaches people to stop doing things, or NOT TO DO them. Since we are most concerned with teaching the basic cadets at encampment new skills and getting them to behave in new ways, reinforcement becomes the best tool for most of our training.

Looking more closely at reinforcement, remember that the major differences between positive and negative reinforcement are: 1) positive reinforcement is usually pleasant, negative is usually unpleasant, and 2) positive reinforcement is given *when* a desired action or behavior occurs, and negative reinforcement is given *until* a desired action or behavior occurs. To help you understand these concepts, here are two examples:

The first involves a situation where a cadet is trying for the first time to make her rack. The class has just been completed, and the cadet was paying very close attention to the instruction. With a little bit of practice, she has been able to make very good hospital corners, and although some work on the collar is still needed, the rack is much better than would be expected for the first attempt. The flight sergeant happens by and notices the work on the rack and the unexpectedly good results. Seeing an opportunity for the cadet to share her skill, the flight sergeant calls the cadets from the neighboring rooms in to look at the rack, noting especially the superior hospital corners he sees. He asks the cadet who made the rack to explain and demonstrate how she made the rack. Complementing her work and encouraging her to share her skills, the flight sergeant leaves the room.

The second example involves a cadet who is having difficulty in getting his locker in order. The cadet attended the class taught by the flight commander the first day, and the flight sergeant and tactical officer have both reviewed the SOP with this cadet to be sure that he understands what is expected of him. Satisfied that the cadet understands the task and that he is capable of putting his locker in order, the flight commander and flight sergeant decide on a plan of action. First they call the cadet into the flight commander's room and tell him in no uncertain terms that he needs to comply with the SOP in putting his locker in order. They give him a period of time to do so, promising him "close supervision" in performing this task if he cannot do it on his own. As soon as the time is up, the flight sergeant comes into the cadets room and inspects the locker. Assuming it is not satisfactory (if it were, the process would stop here), the flight sergeant proceeds to direct the cadet firmly and directly, step by step in cleaning and arranging his locker. The cadet does not enjoy nor appreciate this special attention. In an effort to reduce the "pressure" he feels, the cadet decides to keep his locker in inspection order.

In the first example, we see the flight sergeant using positive reinforcement; making the cadet feel good about the work she has done, and encouraging her to do more of the same. In the second example, we see that the cadet, wanting to avoid more "special attention," which he found unpleasant, deciding to keep his locker straight, in other words, we saw the staff use negative reinforcement. Notice that in both cases, the cadets were urged TO DO something. In the second case especially, notice that we did not punish the cadet for a messy locker, we provided him with incentive to clean it up; the emphasis was

on doing what was needed, not stopping what wasn't.

The last point above is an important one. Often times in a training situation, we will want to stop one behavior or action so that we can begin something more desirable. The tendency is to stop the undesired behavior (horseplay in the barracks might be an example), through punishment and then begin instruction followed with reinforcement of the concepts taught. In practice, this would involve first teaching the cadets what not to do, and then teaching them to do something else, then reinforcing them when they do the new activity. A better use of the time might be to skip the first lesson and move right to the second. What we're saying here is that it is probably better to substitute a desirable activity for an undesirable one, and reinforce the new behavior, instead of punishing and then starting a new behavior. In the case of the horseplay example, perhaps the energy of the cadets could be better invested in polishing the hallway floors (by having someone sit on a blanket and dragging it across the hallway floor). This substitution would need to be handled well, as the cadets should not perceive that we are substituting a less interesting or pleasant activity for the behavior we want stopped. We don't want them to feel punished.

Staff members need to be constantly sensitive to what the cadets in their charge are doing, and take every opportunity to reinforce behaviors that meet the goals set for the cadets during the introduction. The reinforcement may be positive or negative, depending on the situation, but the individual staff member must stay *focused* on those goals and reinforcing behaviors that meet them.

b. Performance Measurement and Standards. Another tool that we use in structuring and implementing the encampment training process is performance standards. Performance standards specify how well we expect someone to perform a given task or behavior. It should be obvious to you that if we are going to have standards, we must have some way to measure performance. In academics, performance measures are often called tests—our measure is how many questions someone answers correctly. Performance standards are often specified as test scores—for example a passing score is 70%, or an "A" is 92% or better. At encampment, we are interested in teaching people to do things, and to do them well, so performance standards are important. Examples of performance measures and standards at encampment might be:

We expect the wing patch to be sewn on the left sleeve within 1/32" of the correct location. We could call within 1/32" equal to 100% performance. If the cadets' patch were within 1/16 inch, or twice the amount allowed, we could call that 50% performance, and so on.

On the drill field, we might have the flight execute a series of flanking movements. Having all flight members pivot to-

gether, exactly 90°, and in the correct place, we could call 100% performance. If only three-quarters of the flight executed the movement correctly, we could call that 75% performance for the flight.

In the example above, if we called the movement 10 times and it was executed correctly six times, we could call that performance 60%.

If we were inspecting a room, we could look for the rack to be exactly 6" from the wall, or we could look for all racks in a barracks to be 6" from the wall. If we found one rack out of twenty to be three inches from the wall, and all others were at 6", we could say that one rack was placed with a performance of 50% (an error of three inches out of six), we could also say that the flight had an overall performance of 95% — one rack in twenty was in error.

From these examples, you can see that there are many different ways to measure performance. In discussing performance however, we will try to refer to goals and measures on a percentage basis. This way we can talk consistently about

level of arousal or anxiety and their ability to perform a given task. The results of his study are shown in Figure 4-1. Consider the far left side of the horizontal axis, titled "Level of Arousal-Anxiety" to represent someone who is sound asleep. Notice that their ability to perform is almost zero... people who are asleep cannot perform tasks they are asked to do (except possibly "lie down" or "snore!") At the other extreme of the axis is the word "Terrified." Imagine someone trapped in a burning house or a car in front of an oncoming train. Someone in that situation would probably not be very good at solving equations or painting a picture. What we can conclude from Malmö's study is that there is some level of arousal (or "awakeness") necessary for someone to perform a task, and that there is a best ("optimal") level where the best performance will be achieved.

At encampment, we have many specific behaviors and tasks to teach the basic cadets in a very short time. Remember that "Encampment Skills" need to be taught early in the week because the performance of those skills, both by individuals

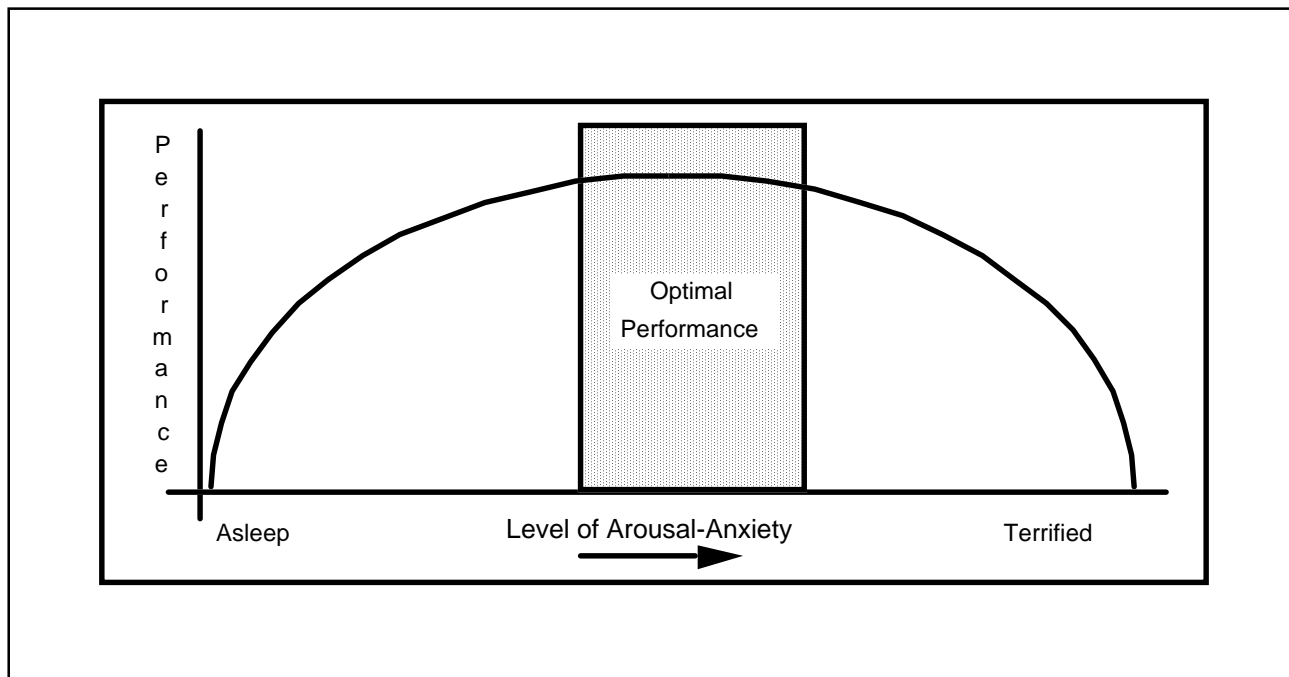


Figure 4-1. Malmö's Study

performance and standards. Staff members need to be sure that they understand what the percentage represents in each case however, and whether the performance of an individual or a group is being discussed. Squadron commanders will discuss performance measures and standards with the flight training staffs at squadron training meetings.

c. **Stress.** A psychologist names Malmö conducted a study to see if there was any relationship between someone's

and by the flights as a whole, lays the foundation for the group and individual work that lead to the accomplishment of flight and personal objectives. In other words, we use encampment skills like drill, barracks maintenance, and uniform inspections to create an environment where the cadets can learn about the effectiveness of teamwork and develop their own self esteem. To teach these skills in a short time, we must establish some level of arousal or anxiety to get the cadets to perform at their best level. In the military, "pressure" training

or “stress training” is used during basic training to teach recruits many skills in a short time. This environment also teaches people to follow orders and respond to superiors quickly and without question. At encampment, we have adopted some of the military’s method to teach necessary skills quickly. In implementing this training however, it is critical that the staff remember that we deal at encampment with Civil Air Patrol cadets, not military recruits. We must keep in mind the fact that the cadets are volunteers and that we depend on their respect rather than law in having them follow and learn from us. Remember that it is possible to have too much stress, anxiety, or pressure in a given training situation, and that cadets will be just as unable to perform in this case as if there was not enough pressure... maybe even more so! We will discuss the use of stress in the next section, Implementation of Training.

d. **Specific Performance.** Performance of a task by an individual is dependent on two things: motivation or desire and ability. Someone may want very badly to get to the other side of a river, yet lack the ability to swim. In that case, it doesn’t matter how much they want to get to the other side, laking a boat or raft, they’ll probably not get there... alive. On the other hand, you may be the world’s greatest gymnast, but if you don’t want to compete in the Olympics, you probably won’t win any gold medals there. For our training at encampment to be successful, the basic cadets must accomplish certain tasks and achieve certain levels of competence. They cannot pass the group inspection without the knowledge and ability to clean the barracks and arrange their gear and uniforms. They cannot win the group drill competition without the knowledge, ability, and practice (which develops ability) of drill movements in the Drill & Ceremonies manual AFMAN 36-2203. Staff members need to remember that we must enable the cadets at encampment to be successful. We must train and develop their abilities, and we must motivate them to use those abilities once they have achieved them.

e. **Motivation.** Motivation is the property of creating a need or desire within an individual. The existence of motivation implies that there is a need or a “hole” that needs to be filled within us; that we can sense a lack of something we require. There are several tools you have to create or foster this need in someone:

(1) Tension or Concern - This will help in creating motivation providing it exists only to a reasonable degree. Too much tension may take away some of the person’s learning energy.

(2) Feeling Tone - This is an expression used to describe the feeling or mood developed during the learning process. A moderate amount of pleasant or unpleasant feeling tone will increase motivation, while an excessive amount may decrease it. The complete absence of feeling tone or very neutral feeling tones tends to decrease motivation.

(3) Interest - The more interest we can generate, the more will be learned.

(4) Success - Unsuccessful effort, or tasks which are too difficult, are not motivating. Success, and the right degree of difficulty will increase motivation.

(5) Knowledge of results - The more specific feedback you give your students on their performance, the more motivation should increase.

The abilities to train and motivate effectively are the key to being an effective staff member. Remember, reinforcement always and punishment only when necessary. Set the standards and measure the performance, using an appropriate level of stress. Motivate the cadets to perform and allow their specific performance to shine. As you progress through the encampment, your ability to use the tools discussed in this section will determine your success, and, more importantly, the success of the basic cadets in your charge.

4-3. Implementation of Training. When the basic cadets arrive at encampment, they are given a briefing, telling them about the things they will be expected to learn and do during encampment. It is the job of the flight staff to structure the training process described in the introduction, and to set and enforce a performance standard within each flight. This means that the flight staff must understand the specific standards for cadets attending the encampment, and be sure that they: 1) set an appropriate example, and 2) require that the flight meet the standards. The standards are deliberately set high enough that the cadets cannot meet them individually and must join together to be successful. It is the job of the flight training staff to ensure that this happens. Individuals failing to meet standards must understand where they failed, and what must be done to succeed. Learning to succeed is one of the most important lessons encampment has to teach. It is important that when a cadet meets a certain performance standard, or when the flight meets a given standard, they must be told about it and reinforced immediately. To be effective, reinforcement must follow desired performance as closely as possible.

In the early part of the encampment, most cadets will be unable to meet the performance standards. This is because the standard set for the cadets is not achievable using the resources of an individual cadet. Certainly each cadet has the ability, with enough instruction, to make a satisfactory rack... what he lacks however, is the time to do that. The performance requirements at encampment are such that the cadets must depend on one another to do everything they have been assigned—they are even told this during introduction. The problem, at least early on, is that they don’t really believe it, and don’t really know how to count on one another. The job of the staff in the first part of encampment then is to: 1) make sure the cadets understand how to do the things asked of them and 2) that they want to succeed badly enough to come to trust one another quickly. The first task is achieved by conducting clear,

understandable classes and training sessions, with plenty of time for questions and practice. The second task is accomplished in two ways — making the cadets feel that they are “all in the same boat” together, and also recognizing individual abilities *and suggesting that they be shared* within the flight.

In establishing the training situation throughout the encampment, the flight staff must demand performance from the flight. The staff must be clear and explicit in its requirements; the cadets should not be guessing what is expected of them at any time. They should know that the staff expects the cadet’s best at all times. There are two things to remember in accomplishing this: (1) the staff is never satisfied with performance that does not meet the standard; effort is important, but merely trying does not meet the objective, (2) always be ready to point out where the standard has been reached so that the cadets understand that the staff is serious, consistent, and fair in their demands for performance.

During the first few days of encampment, negative reinforcement becomes the primary tool of the staff. When the basic cadet’s performance does not meet the standard set by the staff, the staff members are expected to let the cadet know, in no uncertain terms, that the work that has been done is unsatisfactory. The most fundamental rule for establishing the learning situation early in encampment is that staff members must never lose respect for the cadets. As mentioned above, staff members must demand performance that the cadets understand is expected of competent basic cadets at encampment. We demand the performance that our excellent cadets can deliver! That means that staff members do not call cadets names or personally degrade them in any way. **In all cases where there is a problem of poor performance or failure to meet a standard, it is the PERFORMANCE or BEHAVIOR that is criticized, NEVER THE INDIVIDUAL.** During this time it is also important to remember that sometimes cadets will meet the standard set. Staff members must always be ready to recognize and reinforce such performance. The focus in the early part of encampment then is on learning and practicing new skills to build on for a successful encampment.

As the cadets begin to achieve some competency in their encampment skills, the staff must reinforce them and urge them to share their talents with each other. Develop the team. Even when the flight begins to assume an identity of its own and has grown enough as a group to be responsible for some of its own training, some guidance and correction will still be necessary from the flight staff. Individual cadets may need help or direction, or the flight as a whole may try to undertake a task which it can’t handle at the time. In these cases, appropriate corrective action must be taken. Cadets must be corrected as often as is necessary in order to obtain performance. Feedback is absolutely necessary to obtain improvement. Cadets must be corrected in an objective, impersonal manner. Although we desire to create some degree of stress at the encampment, hazing

and undue harassment are NEVER appropriate and will not be tolerated. Staff members violating this procedure will be subject to corrective action possibly including relief from assignment and/or dismissal from the encampment. The staff must ensure that the corrections offered to the “maturing” flight are designed to build the strengths of the individuals and of the group. “Hands off” when the flight begins to grow is just as dangerous as continuing to direct the flight’s every action. The flight staff must assess the capability of the group and its individual members, giving freedom to grow, yet guiding that growth.

a. **Late Encampment Training.** The end of encampment is marked by the Parade and the Graduation. The typical cadet feels about ten feet tall by the time these are over, and is convinced that he or she can probably “leap tall buildings in a single bound.” This is as it should be. As we mentioned at the beginning of this chapter, encampment can be one of the most gratifying and rewarding experiences in a cadet’s career. The cadets will have acquired new skills and overcome challenges that they thought were impossible. They will have learned the value and power of a team, and have discovered inner strengths and competencies that they might not have known were inside them. It is critically important during this time that the cadet be made aware of what he or she has really done. During summary training, we want to review with the flights what they have accomplished over the week, as compared with the training agreement they signed on the first day. The flight commander should review with the flight the specific objectives that the flight and its members met, giving as many concrete examples of individual and group performance as possible. Each person should know and feel how he contributed to the group’s success as well as his or her own. Our objective is to ensure that each person knows what he or she did at encampment, what was learned, how they contributed to the mission and to each other, and to at least feel that they have grown inside themselves (they may not be able to identify the specific areas where they’ve grown.) We choose this time to make these points with the cadets, because we are trying to link the “high” (positive feelings) they have from the parade with the specific knowledge of what they accomplished at encampment.

The successful cadets from a California Wing encampment will not only feel successful, they will also understand why they were successful and what they had to do to achieve that success.

Chapter 5 ACADEMIC INSTRUCTION

5-1. Curriculum. The academic training program at encampment is designed to provide the basic cadet with a broad base of information on the United States Air Force, the Civil Air Patrol and particularly the CAP Cadet program. The academic program consists of the following units of instruction (Ref. CAPR 52-16):

- Introduction to Encampment
- USAF-CAP Relationship
- The Cadet Honor Code
- CAP Mission
- CAP Moral Leadership
- CAP Organization
- Attitude and Discipline
- Search and Rescue
- Customs and Courtesies
- Civil Defense
- Individual Drill and Ceremonies
- USAF Aerospace Doctrine
- Drill of the Flight
- Opportunities in CAP
- Squadron and Group Ceremonies
- Conclusion to Encampment

Upon completion of these units of instruction, the cadet will have a standardized foundation upon which to build his later experience.

5-2. Learning and Teaching. As a member of the staff of the Cadet Training Group you may be responsible for the academic training of basic cadets. At encampment, we have found that instruction is best accomplished by involving cadets in the learning process, rather than just presenting the material. The following system is suggested for use by cadet staff members responsible for instruction at encampment:

a. **Preparation.** The first stage in the system, *preparation*, involves two steps. The first of these is complete mastery by the instructor of the material he intends to cover. He should become so familiar with the material to be covered that he is capable of expressing its intent and content in clear, simple language without having to resort to technical terms and confusing or complicated explanations. He should be able to answer almost all questions from the cadets concerning the

topic he is instructing as well as related subjects. The second step in the preparation stage is preparing the cadets to learn. This requires the instructor to arouse the interest of the cadets in the material to be covered. With some cadets who are highly motivated, this may be a simple matter because there is already a high level of interest. Others, however, may not be so motivated. With these cadets, the instructor must generate or enhance a desire to learn. This can be accomplished through the use of positive incentives. Examples of such incentives include:

- Immediate recognition of progress
- Special privileges within the flight; and
- Assignment to assist other cadets with the academic material.

Preparation should include each of the following:

- Plan the work for the instructional period.
- Plan for the use of training aids
- Plan for the use of training space.
- Plan an appropriate amount of material for the time allotted.
- Present an exceptional personal appearance.
- Allow time between drill or class periods to allow the cadets to think over and discuss the subject material among themselves.

You must remember that motivation (the desire to learn) must be present before the beginning of the learning process.

b. **Explanation.** After arousing the interest of the cadets, the instructor will probably use the early part of the drill or class period to explain the essential facts, principles, or maneuvers to be mastered. The characteristics of a good explanation are:

- The explanation is clearly stated in simple, understandable English.
- It is illustrated wherever possible using charts, diagrams, and illustrative problems, prepared in advance.
- It gains the attention of all of the cadets to whom it is presented.
- It emphasizes and repeats the most important points.

The good explanation then, includes clear, simple, and emphatic presentation of the facts, and uses demonstration mate-

INSTRUCTION PLAN

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|------------------------|--|
| 1. Preparation Stage | Prepare yourself and your cadets for instruction and learning. |
| 2. Explanation Stage | Explain the "what," "why," and "how" of the subject matter to your cadets. |
| 3. Demonstration Stage | Show your cadets how to do what you have just explained. |
| 4. Performance Stage | Every cadet must have an opportunity to actually DO and practice what has been explained and demonstrated. |
| 5. Evaluation Stage | Encourage correct performance and offer suggestions for improvement based on your cadets' practice. |

rials. During the explanation stage, the effective instructor will guard against assuming that all of the cadets are aware of the reason the subject being presented should be mastered, or assuming that simply repeating the facts will make an effective instructional presentation. Careful attention to voice control and presentation skills is important during the explanation, and clarity is critical.

c. **Demonstration.** The third stage is frequently combined with the explanation stage. To make the principles of demonstration clear, however, it has been isolated to a discussion of its own. Demonstration reinforces and strengthens explanation, and is a sound procedure in teaching and learning. An effective demonstration is timely; it relates specifically to the point just covered by the instructor. It is so clear that the cadets are able to grasp its significance as an illustration of what has gone on before. The demonstration must be presented at a sufficiently slow pace to afford each cadet an opportunity to observe the procedures involved. However, it must remain lively enough to prevent boredom or apathy. Lastly, the demonstration must be well executed. To summarize: the instructor must plan and rehearse his demonstrations. By so doing, he will never demonstrate too rapidly and will always know how to demonstrate what he has explained. He will always exhibit a positive, patient, and helpful attitude toward cadets who are learning for the first time what he learned long ago. The effective instructor may also make use of assistants to aid in his demonstrations.

d. **Performance.** The fourth stage in the system is called *Performance*. Each cadet is required to practice what has been explained and demonstrated to him. In certain training situations, performance of a particular skill, maneuver, or technique will be done individually, and in rotation by each cadet. In others, all of the cadets at one time will be engaged in the “trial-performance” of the skilled movements or problem solving techniques related to the topic under discussion. The characteristics of a well executed performance period include: First, it directly follows the instructor’s demonstration. Second, the well planned performance requires every cadet to practice what he has been taught. Third, the performance period requires that the individual cadet achieve an acceptable level of ability. Thus, the performance period has the greatest potential for real learning. In drill, the cadet will take this opportunity to actually go out and physically practice the movements taught; in a more academic class, practice may consist of discussion which allows the cadets to really understand the concepts presented. A performance period characterized by rapid learning means that previous instruction has been effective. Fourth, the properly controlled performance period provides each cadet with a feeling of accomplishment. The cadet must leave the first performance period with a feeling that he is progressing. The performance step should not be started until the class as a whole has a basic understanding of the material to be practiced at a particular session. The performance period is one of mastery and

improvement, not of basic instruction. Cadets should be well versed in the material before attempting it. The instructor should avoid putting himself in a position to have to back-track or consistently repeat basic instructions during practice periods.

To execute the performance step properly, there are certain “pitfalls” to be avoided. An instructor, familiar with the way in which drill, for example, should be skillfully performed, is often inclined to be “too helpful” when a cadet first performs a particular movement. To correct this tendency, the instructor must remember that improved discipline, morale, and self-reliance are all by-products of learning by doing. The instructor also must be careful to withhold some of his criticism early in the performance stage. The instructor who impatiently offers corrections (rather than suggestions) to his cadets when mistakes happen early in practice is robbing his cadets of the feeling of progress so essential in enhancing their desire to learn. The best course of action is to recognize and emphasize that parts the cadet executes correctly and coach the parts that need improvement. Also, early interference is likely to create a sense of dependency upon the instructor by the cadets in his charge.

e. **Evaluation.** The fifth, and last stage in the instruction system is *Evaluation*. The process is not complete until the instructor has determined if the objectives for the instruction have been met. As with the other stages, this stage must be planned for and executed in a timely manner. Format for this stage can be critique, oral or written examination, or discussion. The quality and effectiveness of the evaluation will be in large part dependent on how well the goals and objectives for instruction were originally defined.

A common misconception among those who have never instructed is that telling is teaching. This is not true. The instructor is always more than a teller of tales. He teaches his cadets what to do, why they should know a particular fact or movement, and how to acquire the information or skills. This means the process of instructing goes far beyond simple telling. First, as we have outlined here, he must apply a methodical system to his instruction. Second, he should apply the principle of progressive training, arranging his subject matter from the simple to the complex, and following a carefully planned pattern of achievements in his instruction. Third, he should ensure that he himself is thoroughly knowledgeable in the topic. He should become absolutely familiar with all parts of the material he intends to cover, and he should have some background in related fields.

5-3. Examinations. The purpose of examinations is to evaluate the training program: to check each cadet’s mastery of the academic material presented, and to assess the quality and effectiveness of the training offered. There will be two tests administered during the encampment:

a. **Pre-Test.** A pretest will be given to every basic cadet upon arrival at encampment. This test when compared to the final exam, will serve to measure the academic success of the training effort.

b. **Final.** The final exam should generally contain questions covering the same material as the pretest. This purpose of this exam is to measure the achievement of the students (basic cadets) since the beginning of encampment. In addi-

tion, the effectiveness of the instruction program can be assessed by evaluating overall patterns of test results on the final exam. This exam is the basis of the Academic awards for encampment.

Chapter 6 DISCIPLINE

*“The arts of leadership and discipline are synonymous.
No man is worth his salt without self-discipline.”*

- John S. McCain Jr.

*“Self discipline is that which, next to virtue, truly and
essentially raises one man above another.”*

- John Addison

6-1. Definition. According to the dictionary, discipline is:

a. Training that is expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement.

b. Controlled behavior resulting from disciplinary training.

c. A systematic method to obtain obedience.

d. A state of order based upon submission to rules and authority.

e. To train by instruction and control.

Discipline is a learned behavior. It is much more than blind obedience and punishment. Rather, it is a state of order and obedience that is a result of regulations and orders. You must be disciplined to achieve your goals. Discipline is training that develops, molds, strengthens, or perfects mental faculties and character. It involves placing group goals above your own, being willing to accept orders from higher authority, and carrying out those orders effectively. It is a state of mind, a positive attitude. It is dedication and commitment. Part of your job as a cadet is to make your fellow cadets aware of the purpose and meaning of discipline.

6-2. Types of Discipline.

a. Self Discipline. Self discipline is a willing and instinctive sense of responsibility that leads you to know what needs to be done. Getting to work on time, knowing the job, setting priorities, and denying personal preferences for more important ones all measure how self disciplined you are. This is the highest order of all disciplines because it springs from the values you use to regulate and control your actions. Task discipline results from the challenging nature of the task. Group discipline is the result of peer pressure or pressure from within the group, and this type of discipline is on the bottom of the hierarchy. Although imposed discipline is necessary in some situations, use it only if the other types of discipline is not sufficient to meet the need to control subordinates. Neither is group pressure. Challenging tasks can be strong motivators. But, the ideal situation is to motivate cadets to willingly discipline themselves, and exercise self control and direction to accomplish the task.

b. Task Discipline. Task discipline is a measure of how well you meet the challenges of your job. Task discipline requires that you have a strong sense of responsibility to do your job to the best of your ability.

c. Group Discipline. Group discipline means teamwork. Since most jobs in CAP require that several people work effectively as a team, group discipline is very important.

d. Imposed Discipline. Imposed discipline is the enforced obedience to legal orders and regulations. It is absolute in emergencies when there is no time to explain or discuss an order or an order. Much of your CAP training is to teach you to carry out orders quickly and efficiently. This type of discipline provides the structure and good order necessary throughout your unit to accomplish a task no matter the situation.

6-3. Purpose. Discipline is required for any activity where people work together toward a common objective. The opposite of discipline is anarchy where each person does as he wants without concern for others. Any organization, from a civilized state to a football team to a brownie troop depends on group cooperation, and cooperation cannot be achieved without discipline. Discipline is the structure and order within an individual or within a group that allows for true cooperation, real support of the mission and the members of the team or organization.

6-4. History. Having established that discipline is a normal part of everyday life, what is the significance of “military” discipline? The term has gone through a variety of meanings and variations. It has meant the practice of drill at handling arms. (Fact books published during the seventeenth and eighteenth centuries with titles of “Military Discipline” are now called “Drill Regulations.”) While punishment played a large role in maintaining discipline, such usage was restricted largely to the church; military leaders knew that a man motivated by fear would not perform very well under conditions of battle. During the time of Frederick the Great, emphasis was placed on discipline or drill, in order that greater firepower might be obtained from the cumbersome muskets of that period. At the same time, emphasis was placed on sense of obedience, since prompt response to orders was necessary for each part of the firing “team” to function effectively.

With the improvement of weapons and the rise of citizen armies fighting for a cause in which they believed, there came a change in the character of discipline. Greater initiative was required on the part of junior officers, and there was less necessity for the machinelike regularity of performing the motions of loading and firing. Military discipline was still required however, in order that a body of troops could act together and with one purpose.

Possibly the best definition for our situation is quoted from Army Regulations No. 600-10, 2 June 1942:

Definition—Military discipline is that mental attitude and state of training which renders obedience instinctive under all

conditions. It is founded upon respect for, and loyalty to properly constituted authority. While it is developed primarily by military drill, every feature of military life has its effects on military discipline. It is generally indicated in an individual or unit by smartness of appearance and action; by cleanliness and neatness of dress, equipment, or quarters; by respect for seniors; and by prompt and cheerful execution by subordinates of both the letter and the spirit of legal orders of their lawful superiors.

There is much to the above paragraph. Note that his first few sentences have been taken as memory work for the cadets attending encampment. You have been provided with the entire text in the hope that you will read and reread it carefully. Please note that it explains how a well disciplined unit behaves and appears rather than what to do about people who misbehave. There is no mention of punishment in the definition. A well disciplined organization has little need for punishment in the sense that we discussed it in the section on training. This is because the members of the organization are constantly striving to improve and meet the goals of the group.

6-5. Maintaining Discipline. In order to have a well disciplined organization, it is of first importance that all officers and NCO's be well disciplined. They must constantly keep in mind the principle that force of example is one of the best methods for influencing people. They must themselves have "...that mental attitude and state of training which renders obedience and proper conduct instinctive under all conditions." All staff members must realize that they cannot expect respect and obedience from others unless they themselves are obedient and respectful to their officers and others in authority. When an order is received, the first and only thought should be to carry it out as quickly and carefully as possible.

The keys to fostering an effective and harmonious team can be summed up in two words: education and training. Every cadet staff member must appreciate the absolute necessity for self improvement, intense practice, and positive education and training for cadets. You remember best what you repeated most. This is one of the basic laws of learning! Practice makes perfect; repetition strengthens corrections. As an cadet staff member, never let yourself or your people repeat errors in training. Correct substandard behavior if you expect discipline to be maintained. The most useful tools you have for this are described below.

a. Setting the example. By virtue of your grade and your position you are a role model. Whether you realize it or not, others are constantly watching and imitating your behavior. Sometimes, people learn to imitate less than desirable behavior. For example, if you show less than acceptable grooming standards, your cadets will eventually do the same. Because you are a role model, consciously and continually set a positive example.

b. Gaining knowledge. You must know your job, understand its importance, and realize how it contributes to the success of your unit.

c. Know the requirements of the unit. Knowing a regulation or standard exists is not enough; understand why it exists.

d. Communicating. Ensure cadets understand the information given them. Ensure the two way flow of communication is actually received and understood. Communication is both verbal and nonverbal. Each needs to reinforce the other. Do not say one thing and then do something else. A cadet staff member's effectiveness is measured partly by your communication skills and how well people understand you.

e. Enforcing standards. Consistently and continually correct anyone who is not complying with CAP policy and regulations. Treat people fairly; when two cadets make the same mistake, both must be corrected at the same time, in the same way. Inconsistency erodes cooperation you have with your cadets because they will not know what you expect. You gain commitment from cadets when they are a part of a system they believe in, feel is fair, and understand.

6-6. Tools.

a. Drill. In establishing and preserving discipline, close-order drill and ceremonies have great value, as they accustom the officers and NCO's to giving orders, and their subordinates to following them. They might be termed "practice in giving and following orders" and are of great assistance in making "...obedience and proper conduct instinctive under all conditions." Ceremonies have added value of appealing to the cadet's pride in himself and the organization.

b. Customs & Courtesies. Saluting and observance of proper customs and courtesies are some of the most obvious signs of a well disciplined organization. The reason and history behind them should be thoroughly explained to all cadets and their proper observance should be made a point of pride. Officers and NCO's should be extremely careful in setting an outstanding example at all times, observing all CAP and USAF customs and courtesies, and rendering the salute at every opportunity. Cleanliness and neatness are other signs of an alert, well disciplined organization. The morale of an organization that is cleanly dressed and neat, with their equipment and facilities in good order, is always superior to that of an organization that is lax in these matters.

6-7. Conclusion. As has been stated, discipline within a unit increases its effectiveness and gives it structure. At encampment, the development of discipline serves two purposes. First, it gives the flight structure and increases the effectiveness of the training program. Second, it provides to the cadet the advantage of working in a disciplined organization and helps him to understand how to build discipline in himself and his unit. For those reasons, the importance of setting of a good example, of developing and maintaining a well disciplined organization, and helping cadets to understand how discipline effects a group cannot be understated. A well disciplined flight will develop as a productive team with high morale, and is key in establishing an educational, worthwhile encampment experience.

Chapter 7 ACTIVITIES/SCHEDULING

7-1. Activities.

a. **Tours.** Each host facility offers the Civil Air Patrol its own unique tours. This is an opportunity for each CAP member to learn about a new environment. Staff members must encourage the basic cadets to “look around” and have fun. Tours are to be relaxed, but controlled. The staff should not discourage anyone from asking questions, while maintaining proper courtesies. The Flight Training Staff must anticipate the needs of the basic cadet on the tours, prior to their departure. This includes outer garments, sunscreen, workbooks, cameras, etc. The flight staff is encouraged to delegate authority to their element leaders, especially when the flight is split up. At the minimum, one flight staff member and one Tactical Officer will accompany each flight on all tours. Staff members should take notes during tours and ask questions of the basic cadets upon the tour completion. This will insure that they will pay attention to your hosts. As always, safety will be first and foremost in everyone’s mind. At the end of stops during the tours, the staff must get a complete and accurate count of all cadets before proceeding on to the next stop. The cadet staff may need to remind cadets that at the end of the tours they are expected once again to conform to encampment structure.

(1) **Bus Rides/Long Waits.** A bus ride is also a tour. Cadets should be allowed to “look around” and out the windows. Staff members may encourage songs and jodies. If the tour is not on time or the flight must wait for another flight to finish, the flight staff should make good use of this time. The flight can practice memory work, complete a section in the workbook, or review a fundamental class.

(2) **Flight Line.** When available, the host units may provide the encampment with a tour of the flight line area. This could include the flight service center, the control tower, fire station, and various static displays. Accountability during the flight line tour is most important, so know where the cadets in your charge are at all times. Cadets should be allowed to interact with other cadets and the host guides. If the entire encampment visits the flight line at the same time, the complexity of the tour will require ALL staff members to attend and assist in its control. Air Force regulations state that the flight line area is designated as a non-saluting area.

b. **Firing Range.** When offered by the host facility the encampment may visit an active Firing Range. The staff should be at peak awareness for any horseplay or dangerous activities. It is important that the cadets are relaxed and in control when handling weapons. Insure that all cadets pay attention and obey all Range Safety/Block personnel. If allowed to fire, cadets must realize that it is to familiarize them with a weapon and may not be for qualification badges. Cadets not wishing to fire, will not be forced to fire. The complexity of the range safety will require ALL staff members to attend and assist in its control.

c. **Motivation Run.** The motivation run is conducted on the last full training day of the encampment, and is the culmination of the PT program. The motivation run should be one mile in length, and gives the Group/Squadron a unique situation for establishing unit identity and esprit de corps while building morale and teamwork. It is also a challenge for some, offering the flights an opportunity to help all individuals meet the standard and achieve the common objective,

which is to finish as a team. Unlike daily PT the motivation run is lead by the cadet officers.

d. **Graduation Party.** Most encampments conclude with a party for an evening of relaxation and fun. The party is for all the cadets to gather together in a social atmosphere. Uniform will be outlined by the Encampment Commander. During the party cadet and senior staff are encouraged to participate while still maintaining supervision over the basic cadets.

7-2. Time Management. A basic responsibility of all staff members is to manage their time effectively. This means that a plan should be established for every day. The plan must take into account training requirements meetings, meals and other scheduled activities. The plan must be flexible to allow for the inevitable schedule change.

7-3. Scheduling. A successful encampment offers the cadet a full schedule of activities ranging from formal classroom training and tours to barracks activities and drill. The schedule is carefully planned to permit the cadet an opportunity to experience many different areas of training. If the cadets are to get the most benefit from their training, the schedule must be followed and maintained. It is the delegated duty of each staff member to assist in ensuring that the encampment stays on schedule. Deviations from the published encampment schedule will be permitted only by a schedule change approved by the encampment commander or a designated representative. Schedule changes shall be in writing whenever possible (see Attachment 13).

a. **Master Schedule.** The statements above have referred to the encampment schedule, a block schedule (see Attachment 12) will be created prior to encampment beginning. Each day a daily master schedule will be published, using the block schedule as the base point, by the encampment headquarters. This master schedule covers major activities that effect the entire encampment such as meals and activities which include or depend on agencies outside the encampment itself. Because activities on the schedule do depend on these outside agencies and commitments have been made to them, it is critical that the encampment master schedule be met.

b. **Flight Training Activity (FTA).** Within the encampment schedule, there are blocks of time that are allocated to the Flight Training Staff for the purpose of flight level training. This block of time is denoted on the encampment schedule as a Flight Training Activity or FTA. It is the flight commander’s responsibility for planning and scheduling this time. This time should be used to conduct classroom training, practice drill or volley ball, prepare for inspections, perform barracks maintenance, and other encampment activities.

c. **Squadron Training Activity (STA).** Within the encampment schedule, there are blocks of time that are allocated to the squadron commander for the purpose of squadron level training. This block of time is denoted on the encampment schedule as a Squadron Training Activity or STA. It is the squadron commander’s responsibility for planning and scheduling this time. This time should be used to conduct squadron level classroom training.

d. **Personal Time.** There are also blocks of time set aside for the cadets’ personal use. This includes time allocated for sleeping, and

the last half-hour of each day just before lights out. The cadets' personal time is reserved strictly for their own use. Cadet staff members are prohibited to allocate, use, or infringe upon this time. However, a staff member may direct any cadet to discontinue any improper conduct during personal time. The flight staff is responsible for ensuring that all flight activities are completed *before* the cadets' personal time begins. This includes showers and blister checks.

7-4. Daily Flight Plan. This form is intended to obligate the flight staff to plan and organize the Training Day as well as break down the allotted FTA time into manageable chunks. It is not intended to create added administration or paperwork. This form is not to be used as a "requirement". It should be completed before the STM for the following day. Flight staff will keep one copy on hand at all times for reference purposes. (See Attachment 14)

7-5. Daily Meetings. There are specific meetings that will take place during the course of encampment. It is imperative that all staff members contribute constructively at these meetings. Each scheduled meeting has a specific purpose, once that purpose is met, the meeting is over. To long or too many meetings is not an effective use of time.

a. **Group Training Meeting (GTM).** This meeting will be attended by the CTG Commander, Deputy CTG Commander, Squadron Commanders, Sergeant Major, and other invited guests. This meeting is held to resolve problems, discuss the upcoming schedule, and to discuss each squadrons' Daily Progress Report. Daily Progress Report includes:

- Progress in drill instruction
- Progress in barracks
- Evidence of teamwork (motivation level)
- Morale
- Any specific problems with cadets or staff
- General comments
- Awards selection (if appropriate)

b. **Squadron Training Meeting (STM).** The Squadron Training Meeting occurs each evening. It is a forum to discuss the progress made toward meeting the goals of encampment. It is attended by CTS Commander, the CTS First Sergeant, the Flight Commanders, and the Tactical Officers for that squadron. The CTS Commander may also invite guests, as appropriate. The CTS Commander chairs this meeting. Since the CTS Commander is consistently evaluating the performance of the flights, the STM provides an opportunity to give specific direction to the flight training staffs.

The major purpose of the Squadron Training Meeting is to plan the next day's training activities and goals. It is important that the CTS Commander *not* just "go over the next day's schedule". Setting goals and then analyzing the progress the flights have made is the key to a successful STM.

Detailing each flight's progress is best done by the Flight Com-

mander and Tactical Officer. They are aware of what the flight has achieved and how cohesive the flight has become. They recognize the problems that have been encountered and the successes that have been achieved. Flight Commanders and Tactical Officers are encouraged to discuss these issues. This allows the other Flight Training Staffs an opportunity to learn from these experiences. This meeting offers an opportunity for the exchange of information. This gives other flights an opportunity to benefit from their experience, and gives the squadron commander additional information for making evaluations of progress. The following should be accomplished at the STM:

- (1) Review the following days schedule/Flight Plan.
- (2) Evaluate the flights' progress as it relates to encampment standards.
- (3) Set strategies for flight improvement.
- (4) Exchange Information.
- (5) Provide feedback of CTS staffs' performance.
- (6) Review of the thoughts and concerns of CTS Commander.
- (7) Tactical Officers comments.

It is important that the outcome of each Squadron Training Meeting be a well informed staff with definite plans and objectives for the next training day.

c. **Tactical Officers Meeting.** The purpose of the Tactical Officers meeting is to discuss progress, problems, and plans for the current and following day. The meeting is conducted by the Commandant or Chief Tactical Officer. All tactical staff, except for the minimum number of Tactical Officers necessary to adequately supervise the cadets will attend. Supervisory duties shall be rotated to allow ALL Tactical Officers to attend this meeting as often as possible. This meeting is traditionally scheduled during the basic cadet's personal time.

d. **Encampment Commander's Daily Briefing.** The purpose of this meeting is to review the following

- (1) Current day's schedule
- (2) Next day's schedule
- (3) Review sick call report
- (4) Brief changes in block schedule
- (5) Review logistic needs
- (6) Review transportation needs
- (7) Brief on overall training by cadet & senior training staffs.

The meeting will consist of the following personnel: Commander, Commandant (or Chief Tactical Officer), Executive Officer, CTG Commander and any staff member whose duties require their attendance.

Chapter 8 ENCAMPMENT STAFF SELECTION

8-1. Purpose. To select and train the staff for each California Wing encampment.

8-2. Summary. Selection may occur over a 1-2 day period of vigorous selection and training procedures. Applicants will be evaluated in the following areas:

- a. Drill & Ceremonies
- b. Oral Communications
- c. Encampment Skills
- d. Wear of the Uniform
- e. Basic CAP Knowledge

8-3. Environment. The Staff Selection Exercise shall be administered in a professional business like atmosphere. Harassment and undue stress will not be tolerated. SSE evaluators will demonstrate the professionalism demeanor expected of Cadet Training Group staff members. Experience has shown that successful applicants display a disciplined bearing and mature attitude through out the evaluation.

8-4. Evaluation Procedures.

a. **Drill & Ceremonies.** The applicants proficiency in drill of the flight, PT procedures, and command presence will be evaluated by a team consisting of a minimum of two qualified CAP members with a excellent understanding of AFMAN 36-2203. This team will observe applicants during practical exercises on the parade ground. Applicants will be evaluated in the following areas using the standardized form.

- (1) Drill of the flight.
- (2) Command Voice.
- (3) Methods of Drill Instruction.
- (4) Knowledge of Environmental Safety.
- (5) Knowledge of AFMAN 36-2203.

The Evaluation Team Leader, at the minimum, will be present at the Final Evaluation Meeting.

b. **Encampment Skills.** Initially each applicant receive encampment skills refresher training. There after, in a structured practical exercise, the applicants will be evaluated in these skills. Using the standard evaluation form, the Skills Evaluation Team will asses each applicants ability to implement the portion of the cadet Standard Operating Procedure (SOP) relating to room arrangement, sleeping areas, and general house keeping. During this exercise, the evaluation team will note occurrences of:

- (1) Team Building Skills
- (2) Initiative
- (3) Response to Resource Limitations
- (4) Time Management Skills

The Evaluation Team Leader, at the minimum, will be present at the Final Evaluation Meeting.

c. **Written Knowledge Exam.** Each applicant will complete a written exam designed to access the applicant's knowledge of relevant portions of:

- (1) CAPM 39-1
- (2) AFMAN 36-2203

- (3) CAPR 52-16
- (4) Leadership: 2000 and Beyond
- (5) Encampment Training Manual
- (6) Encampment SOP
- (7) Aerospace Current Events

The scores of this exam will be available at the Final Evaluation Meeting.

d. **Uniform Wear.** Each applicant will be evaluated upon their appearance and wear of the Blue Service and Fatigue Uniforms (BDU). The inspector will use the standard rating form. The compile forms will be available at the Final Evaluation Meeting.

e. **Oral Interview Board.** The board will consist of a combination of cadet and senior evaluators who will interview each applicant. Applicants will be questioned concerning their:

- (1) Job Preference
- (2) Encampment Preparation
- (3) Qualifications

During the interview, applicants will be evaluated on bearing, image, maturity level, communications skills, and general CAP knowledge. The Evaluation Team Leader, at the minimum, will be present at the Final Evaluation Meeting.

8-5. Final Evaluation Meeting. At the conclusion of the evaluation outlined in the section, the evaluators will assemble for the final evaluation meeting. The objective scores from each area will be tallied and applicants will be placed in ranked order for the desired position. Additional considerations might include, but are not limited to: personnel compatibility and encampment needs. Only Evaluation Team Leaders may raise an objection to the rank ordering and must justify removing an applicant from an assigned list. This is also an appropriate time for the Senior Training staff to assign Tactical Officers to flight facilities.

8-6. Results. The finalized version of the cadet staff positions will be announced by the Cadet Commander as soon as possible after the Final Evaluation Meeting.

8-7. Post Selection Training. At the conclusion of the selection portion of the exercise, the complete Cadet and Senior staffs will complete classes in:

- a. California Wing Encampment Model
- b. Encampment Academics
- c. Encampment Objectives
- d. Specific Encampment Training Procedures
- e. Cadet Protection Policy
- f. Health & Safety

Instruction will be conducted at the direction of the Commandant of Cadets.

Chapter 9 INSPECTION PROGRAM

9-1. Purpose. To evaluate cadets progress in the implementation of basic encampment skills. Inspections will be conducted at the flight, squadron, or group level. There will be uniform inspections, room inspections, or a combination of uniform and room inspections.

9-2. General. The flight training staffs will conduct several inspections on Day 1 through Day 3 to evaluate the learning that has occurred in encampment skills and to set the tone for the team building process. Daily walk through room inspections will be made by the squadron cadet staff evaluating each flight on encampment skills exhibited and how the flight is progressing toward the encampment standards. Written comments are to be left for the flight training staff and progress notes to individual cadets are encouraged. Two formal standby inspections will be conducted. The first on Day 3 or 4 conducted by the CTS Commander and the second on day 6 conducted by the CTG Commander. Each of these inspection parties will be determined by the respective commanders. The level of interaction with the individual cadets during an inspection will depend on the size of the inspecting party, the time available for the inspection, and the level of interaction agreed upon with the chief inspector before the inspection.

9-3. Monitoring. ALL inspections will be monitored by the Tactical Staff. The tactical staff will generally participate in the flight level inspections. During squadron and group inspections tactical officers will observe the inspections in order to provide constructive criticism and feedback to both the inspecting party and the inspected cadets.

9-4. Shake Down Inspection. Conducted by the Tactical Staff upon arrival of each basic. The basic cadet is asked to put all of their possessions in the middle of their rack. The TAC officer then looks through it for items that are not appropriate for encampment or items that may be lost or taken. The Tac will collect money over \$10, credit cards, bus or plane tickets, car keys, weapons, candy, radios, computer games, magazines, etc. and then issue receipts for the items collected. Paper bags are convenient to keep each cadet's possessions separate. Collected items will be stored in a secure place. The Tac will also collect all medicine.

9-5. Barracks Inspection Procedure. The uniform for each inspection will be designated by the inspecting officer. Every effort should be made to have all cadets wear the same uniform. As with an in ranks inspection, the element, room, or bay that is about to be inspected will be at the position of attention when the inspection team arrives. Members of the unit not in view of the inspection team will be placed at parade rest. The tactical staff will observe all inspections in order to provide proper supervision and feedback. During all inspections, each staff

member will monitor the cadets' stress and emotion level for problems. Cadets' personal equipment will not be thrown, torn, or damaged by any member of an inspection team. Cadets personal property will be treated with respect at all times. The basic cadet Standard Operating Procedure (SOP) and its supplements will be the basis for these inspections.

9-6. Protocol. Subordinate commanders will meet and greet an inspection party prior to their entry into a squadron or flight area. A white glove *may* be presented to an inspecting officer as a sign of confidence by the unit commander about to be inspected. (See Attachment 20)

9-7. Flight Inspection

a. The flight training staff will conduct inspections as required by each flight's training schedule. Using short inspections as a measuring device of the flight's performance is encouraged. Emphasis should be placed on encampment standards, roommate teamwork, and attention to detail. It is important to remember to talk to each flight member in terms of performance and not in terms of personalities. Factual feedback is essential. (See Attachment 15)

b. One formal flight inspection is a required minimum. It is to be conducted by the flight staff with interactive support from the tactical staff. This inspection should be conducted no later than the end of training DAY 2. This inspection should set the tone for the first days of encampment. It should be rigorous, loud, and express disappointment in the flight's performance versus the encampment standard. However, cadets must be given an opportunity to see what is expected of them in terms of their barracks skills. The inspection team should not just indicate the "WHAT" is wrong, they must explain the "WHY" it is wrong. As the encampment progresses, flight inspections should include the "HOW" to correct the errors. (i.e. Help an individual with a hospital corner).

9-8. Squadron Inspection

a. Squadron inspections should be conducted during Training Days 3-5. The time and number of squadron inspections will be determined by the training schedule and the encampment training staff. Squadron inspections can not include all items outlined in the SOP supplement, therefore inspection teams should determine specific items to inspect on which each flight will be rated. Emphasis should be placed on:

- (1) How well the flight worked as a team.
- (2) Individuals or articles that are superior.
- (3) Progression of the flight according to the encampment goals.
- (4) Major flight accomplishments.

Squadron inspections should be mostly instructional, unless major discrepancies are apparent. Squadron inspections

should be less rigorous than flight inspections. Squadron inspection should not be used as a motivational tool.

b. All flights will conclude preparation for inspections at the same time. While a flight is not being inspected, the cadets may work on their workbooks. If workbooks have been completed, cadets will be allowed to work in small groups on motivational ideas or things not related to the inspection. (i.e.: jodies, chants, or yells)

c. Inspection time will be divided evenly between each flight in the squadron. The CTS Commander will determine the inspection order. Inspections **must** not run overtime because it is essential that all cadets have equal recovery time.

d. Daily walk through inspections are recommended. Notes left for the flight staff can be very helpful. The squadron staff should use this tool to establish the progress of each flight.

e. Inspection teams will be determined by each squadron commander.

9-9. Group Inspection.

a. Group inspection should be conducted during Training Days 5-7 or just prior to the end of encampment. This inspection is used mainly as a ceremony. It is the presentation of each flight's performance to the CTG Commander. This inspection should be a basic walk through with a brief statement of congratulations for meeting the encampment standards.

b. All flights will conclude preparation for inspections at the same time. While a flight is not being inspected, the cadets may work on their workbooks. If workbooks have been completed, cadets will be allowed to work in small groups on motivational ideas or things not related to the inspection. (i.e.: jodies, chants, or yells)

c. Inspection time will be divided evenly between flights and squadrons. The inspection order will be determined by the CTG commander. Inspections **must** not run overtime.

d. While flights or squadrons are not being inspected, cadets may be involved in a flight activity directed by the flight staff.

Chapter 10 DRILL COMPETITION

10-1. General. The drill competition is to be conducted using the commands listed in 10-6.

a. Inspection and standard drill portions only, using the standard commands .

b. Innovative drill may be presented at the option of unit commander, however it will not be scored.

c. Emphasis will be placed on the performance of the flights and not on the flight commander's ability.

d. The cadet commander is responsible for insuring that proper areas are set for all drill competitions. In addition, the commander will insure that the encampment host unit is not inconvenienced and that the areas are safe for team drill. The order of teams competing will be selected by coin toss. The general line of march and the sequence of commands is presented in figure 10-1.

10-2. Squadron Competition.

a. The CTS commander will select judges for the squadron drill competition.

b. Judging staff should be comprised of at least two impartial senior members and the squadron commander.

c. One judge will be assigned as time keeper.

d. The uniform will be designated by the squad-

ron commander.

10-3. Group Competition.

a. The CTG Commander will select judges for the competition.

b. The uniform will be designated by the CTG Commander.

c. Judging staff should be comprised of at least three impartial senior members and the CTG commander.

10-4. Scoring. Each judge will use the Cadet Drill Competition Evaluation Form (Attachment 5) to record each flights performance. These sheets will be collected and double checked by the chief judge. The results will be confirmed by the Commandant of Cadets prior to any announcements of the results.

10-5. Rules. Flight Commander may refer to this list while giving commands. Boundaries are placed on the drill pad, but marching out of bounds will only deducted in case of a tie. Judges are to evaluate the flight's drill performance of the commands below. Each section is worth 5 points for a total of 75.

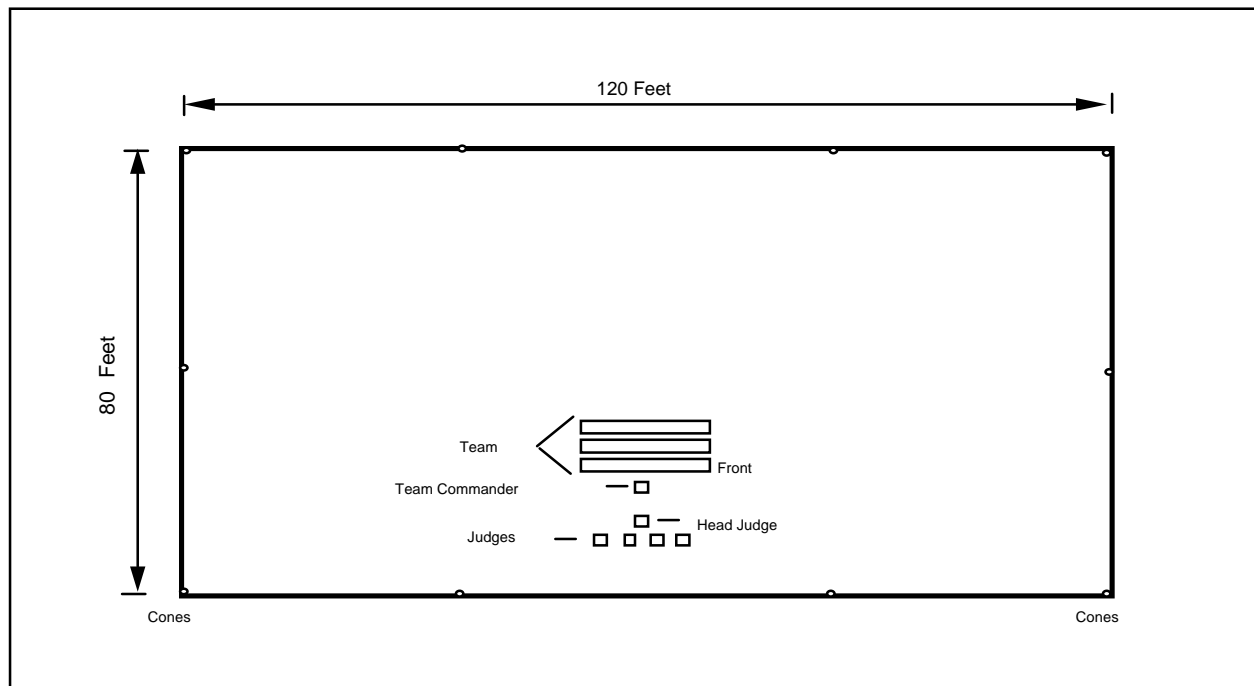


Figure 10-1. Layout for Drill Competition

10-6. Sequence of commands.

Flight marches on to the parade field and halts in front of the judges.

Flight commander faces the flight to the judges.

Flight Commander faces the judges, salutes and reports to the Head Judge “ ‘ ___ ’ Flight reporting for drill competition”.

Right, Face
About, Face
Left, Face
About, Face
Parade, Rest
Flight, Attention
Open Ranks, March
Ready, Front

Flight Commander faces the judges, salutes and reports to the Head Judge “ ‘ ___ ’ Flight prepared for inspection”.

INSPECTION TAKES PLACE

Flight Commander salutes and continues the drill sequence at the direction of the Head Judge.

Close Ranks, March
Right, Face
Close, March
Extend, March
Left, Face
Eyes, Right
Ready, Front
Present, Arms
Order, Arms
Count, Off
Right, Face
Count, Off
Cover
Left, Face
Dress Right, Dress
Ready, Front
About, Face
Dress Left, Dress
Ready, Front
About, Face
Left Step, March
Flight, Halt
Right Step, March
Flight, Halt
Right, Face

Forward, March
Count Cadence, Count
Change Step, March
Change Step, March
To the Rear, March
Left Flank, March
Left Flank, March
Column Right, March
Forward, March
Close, March
Forward, March
Extend, March
Forward, March
To the Rear, March
Count Cadence, Count
To the Rear, March
Column Right, March
Forward, March
Flight, Halt
Right Flank, March
Flight, Halt
Left Flank, March
Flight, Halt
Half Step, March
Forward, March
Change Step, March
Eyes, Right
Ready, Front
Column Right, March
Forward, March
Column Half Right, March
Column Half Left, March
Flight, Halt
Counter, March
Forward, March
Counter, March
Forward, March
Column Right, March
Forward, March
Flight, Halt
Left, Face
Present, Arms

Flight Commander faces the judges and salutes. Team is dismissed.

Flight Commander marches the flight off the parade field.

Chapter 11

VOLLEYBALL COMPETITION

11-1. Purpose. The encampment volleyball program is designed to encourage teamwork and sportsmanship. Competitive sports offer the flights an additional means of interaction. The program is made to relieve stress and stimulate motivation. Cadets should be made to feel that the teamwork they display is more important than winning or losing. Flight Training Staffs are encouraged to practice during any FTA time block. It is vital that each cadet participate with a feeling that they have contributed to the team effort. Cadets can only be excused from play by their Tactical Officer.

11-2. Squadron Competition.

a. Each squadron will have its own elimination tournament. Flights will play one against the other, and there will be no conciliation tournament in the squadron competition. However, if time and courts permit, flights that have been eliminated from the competition, may play for fun.

b. Chief judges for squadron competition are the First Sergeants.

11-3. Group Competition.

a. Each winning flight from all CTS will proceed to the Group Competition.

b. Chief judge for the group competition will be the Sergeant Major.

c. Line judges will be assigned by the Chief Judge.

d. Best Two out of Three will determine the Group Volleyball Champion.

11-4. Volleyball Terms.

a. **Field of Play.** The volleyball court is rectangular and measures 30 feet by 60 feet. The court is divided by a center line that extends to infinity in both directions.

b. **Game Officials.** The official's responsibilities are to enforce the rules and to prevent fights. Their decisions are final.

c. **Number of Players.** There are nine players on each side of the net as play begins. All players must rotate during play.

d. **Time Outs.** Each team is allowed two time outs per game. A time out shall not exceed one minute.

e. **Normal Play.** Prior to the start of a match, the Chair Official shall conduct a coin toss with the captains of the two teams to determine the choice of serve or playing area. The winner has the choice of serve or receive.

f. **Side Out.** A side out is a term that denotes loss of serve. When a side out is called, the serve changes from one

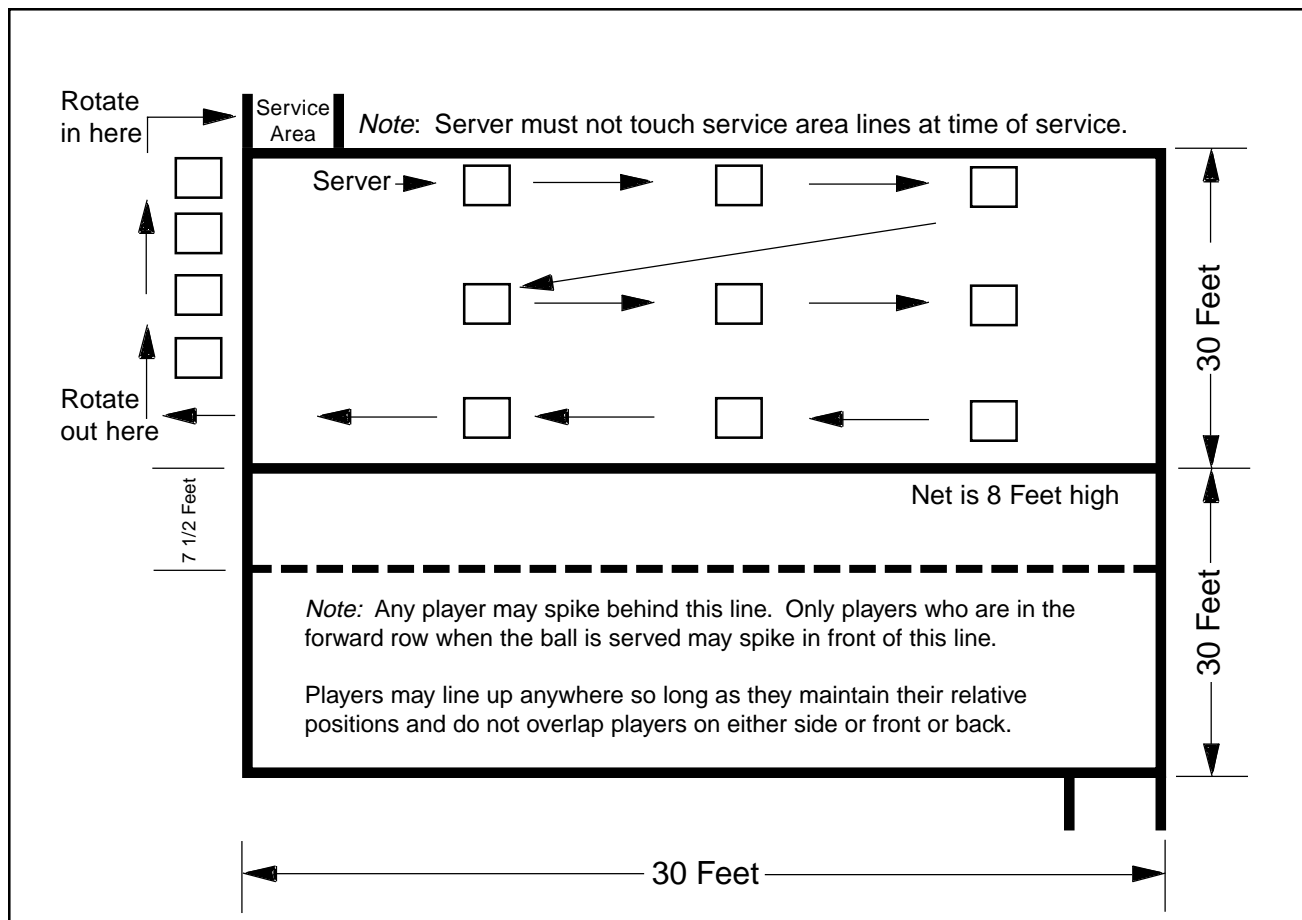


Figure 11-1. Volleyball Court

team to the other.

g. **Dead Ball.** A ball is dead after a point, side out, or any other decision temporarily suspending play. A ball is not dead until a whistle has been blown or the ball strikes the ground or any other object outside the court. A dead ball ends when the ball is served.

h. **Game.** A game is won when a team scores 15 points, provided they have a two-point advantage at that time. If a team does not have a two-point lead, the game will continue until one team leads by two points, in which case that team will be declared the winner.

i. **Harassing.** Any action by a player, visible or audible, which interferes with an opponent's attempt to play the ball.

j. **Match.** A match is two out of three games.

k. **Play-Over.** A Play-over is the act of putting the ball in play again without awarding a point or a side out.

l. **Side Out.** A side out is a term that denotes loss of serve. When a side out is called, the serve changes from one team to the other.

m. **Unsportsmanlike Conduct.** Any player who makes derogatory remarks about or to opponents or officials, persistently challenges the official's, or commits acts derogatory to the officials or contests their decisions shall be guilty of unsportsmanlike conduct.

11-5. Volleyball Rules.

a. The server must serve the ball from a position behind the end line and within the serving area. The ball may be struck with open or closed hand, under or overhand, or with any part of the arm.

b. After a side out, the team receiving the ball for serve shall rotate as indicated in figure 11-1 before serving. The player coming off the court shall enter the end of the rotation line. All members will rotate into play and no change of relative position in the rotation line is allowed.

c. The ball may be hit by any part of the body above and including the waist.

d. A player shall not play the ball twice in succession except when blocking or while making an attempt to play a hard driven spike.

e. A team may not play the ball more than three times before returning it over the net.

f. The ball may be played from the net.

g. A ball striking the boundary lines is considered in bounds.

h. Teams shall change courts at the end of each game.

11-6. Fouls. A foul is an act of violating a game rule. A foul is committed when a player:

- (1) Touches the net.
- (2) If out of position or overlaps another player, in

the same row, or between rows, when the ball is served.

(3) While serving, touches the lines bounding the service area or the ground outside this area at the instant the ball is contacted when hit for the service.

(4) Displays unsportsmanlike conduct.

(5) Reenters the game in a position other than original relative position.

(6) Commits any action which, in the opinion of the officials, causes unnecessary delay of the game.

(7) Harasses the opponents.

(8) Change playing position between front, middle, and back rows.

(9) Is off the court at service impact.

(10) Serves out of turn.

11-7. Errors. An error is a lack of playing proficiency.

a. A player commits an error when:

(1) The ball visibly comes to rest on any part of a player's body so that it is held, thrown, caught, or rolled. The ball must be clearly hit so that the impact causes a crisp rebound.

(2) The ball is hit out of bounds.

(3) The ball is not returned to the opponent's court in less than four hits.

(4) A double hit occurs. A player cannot play the ball more than once unless it has touched another player.

(5) Failure to make a good serve. A side out shall be called if the ball touches the net; passes under the net; lands outside the boundary lines without being touched by an opponent; touches a teammate, an official, or the net supports.

(6) The ball is struck with any part of the body below the waist.

11-8. Scoring

a. Point or Side Out. The penalty for a foul or error shall be a point or side out, as applicable.

b. Foul Takes Precedence. When a foul and an error occur simultaneously, only the foul shall be penalized.

Chapter 12

PHYSICAL TRAINING

12-1. Physical Training. Physical training (PT), as one of the five program elements of the Civil Air Patrol cadet program, has an important role at encampment. PT is the springboard for health and fitness programs which are critical to each cadets development. As such, PT is not designed as a punitive program, or intended to create a high pressure atmosphere for participants. The primary purpose of PT is to increase fitness levels, emphasize the importance of fitness, promote teamwork, and develop each cadet's self-discipline to participate in fitness activities. PT provides an active beginning to the encampment training day and teaches cadets the military method for conducting PT.

12-2 Conduct. The cadet NCO staff conducts PT. Cadet officers participate in the rear of the formation, leading by example, and correcting poor performance. Perform PT in the following sequence: forming, rotationals, stretching, calisthenics, activity, and cool-down.

12-3. Formation. Use the following sequence of commands to form an extended rectangular formation to conduct PT, the First Sergeant will direct **"Form for PT"**. Flight Sergeants will command:

Extend to the Left, MARCH. In line formation, element leaders stand fast and all cadets extend both arms to the side at shoulder level. All cadets to the left of the element leaders move quickly to the left to obtain double interval with 12" between fingertips. Dress is to the right.

Arms Downward, MOVE. All cadets lower their arms sharply to the sides.

Left, FACE.

Extend to the Left, MARCH. Cadets in the right flank file stand fast. All other movements are executed as outlined above.

Arms Downward, MOVE.

Right, FACE.

From Front to Rear, COUNT OFF. All cadets in an element turn their heads to the right, count off their element number over their shoulder (i.e., First element counts "ONE" over their shoulder, second element counts "TWO", etc.), then return to the position of attention.

Even Numbers to the Left, UNCOVER. All cadets in an even

numbered element take one large step to the left, centering between the two cadets of the element in front.

To re-form a flight in line, the command is **Assemble to the Right, MARCH**. All cadets double time to their original positions.

12-4. Rotationals. After the flight is prepared for PT, the First Sergeant begins rotationals. Rotationals are designed to stretch the tendons, ligaments and muscles and to stimulate the production of synovial fluid. First Sergeants will conduct rotationals in an organized manner without regimentation. In order to warm up the joints, rotationals should start small, increasing to large. Conduct rotationals in sequence from head to toe, following the sequence identified in Figure 12-1, Begin by having cadets jog in place.

12-5. Stretching. Flexibility is an important component of fitness and can assist cadets in performing PT. Stretching is designed to increase muscle length and improve tendon range of motion to prevent injury and to allow muscles to become stronger. Stretch sequentially from head to feet and use only static stretches. Conduct stretches in an organized fashion without regimentation and hold each stretch for approximately ten seconds. Stretch all major muscle groups. Selected stretches are depicted in Figure 12-2.

12-6. Calisthenics. Calisthenics are conducted in a regimented fashion by the First Sergeant and is designed to increase the heart rate of the cadet and prepare for aerobic activity. During the first PT period, the First Sergeant should ask if cadets have questions, and should demonstrate the calisthenics if necessary. After cadets are familiar with the exercises, the First Sergeant merely needs to say what the exercise is, command cadets to the start position and have them begin exercising in cadence. Recommended calisthenics are identified in Figure 12-3.

a. Sequence. Bring the unit to attention, name the exercise, move cadets into the start position (if different from the position of attention), then begin the exercise in cadence. "The Cross Country Ski." [Cadets echo "Cross Country Ski"] **"Start Position, MOVE. In Cadence, EXERCISE."** The cadets maintain a cumulative count while the First Sergeant counts cadence. To halt the exercise, the First Sergeant controls the formation by using a rising vocal inflection for the final repetition of the exercise. After cadets have halted, the First Sergeant says, **"Position of Attention, MOVE"** [if necessary]. The First Sergeant may move directly into the next exercise, or may command **AT EASE**.

b. Calisthenics Instruction. You can instruct calisthenics in various ways. Ideally, the Flight Sergeant will instruct their cadets using the three step method.

1. First Step. Cadets stand at ease and the instructor demonstrates. "At normal cadence, the exercise looks like this: Side straddle hop. **Start Position, MOVE. In Cadence, EXERCISE** -- one, two, three, one -- one, two, three, two -- one, two, three, halt."

2. Second Step. Cadets come to attention and perform the exercise by the numbers. The Flight Sergeant says, "**Flight, ATTENTION**, Side straddle hop." Cadets echo the name of the exercise. The Flight Sergeant says, "The start position for this exercise is the position of attention. **BY THE NUMBERS.** On one, jump up slightly, moving legs more than shoulder width apart, and swing arms overhead. **Ready, ONE.** On two, take a slight jump in the air and return to the position of attention. **Ready, TWO.** On three, repeat step one, **Ready, THREE.** On four, return to the position of attention, Ready, FOUR." The Flight Sergeant remains at attention and corrects errors as the cadets practice by the numbers.

3. Third Step. Both the cadets and the instructor participate. The Flight Sergeant says, "WITHOUT

THE NUMBERS. The side straddle hop." Cadets echo the name of the exercise. The Flight Sergeant continues. "In Cadence, EXERCISE. One, two, three, one," etc. Continue for five repetitions.

12-7 Activity. After calisthenics, the First Sergeant should direct the aerobic activity of the day. Normally, this involves a run since the cadets prepare for a Group run toward the end of encampment, although other aerobic activity may be substituted. A common technique is for the First Sergeant to allow flight runs initially and then to conduct squadron runs later in the week.

12-8. Cool-Down. Never suddenly stop aerobic activity. This can cause pooling of the blood and can lead to a serious medical problem, depending on the intensity of the exercise. At the very, least, this will teach a bad habit regarding PT and what to do at the conclusion of exercise. After the aerobic activity, have cadets slowly return to a normal heart rate by walking, then conducting some stretches. This will help both the cool-down and may help reduce soreness the following day.

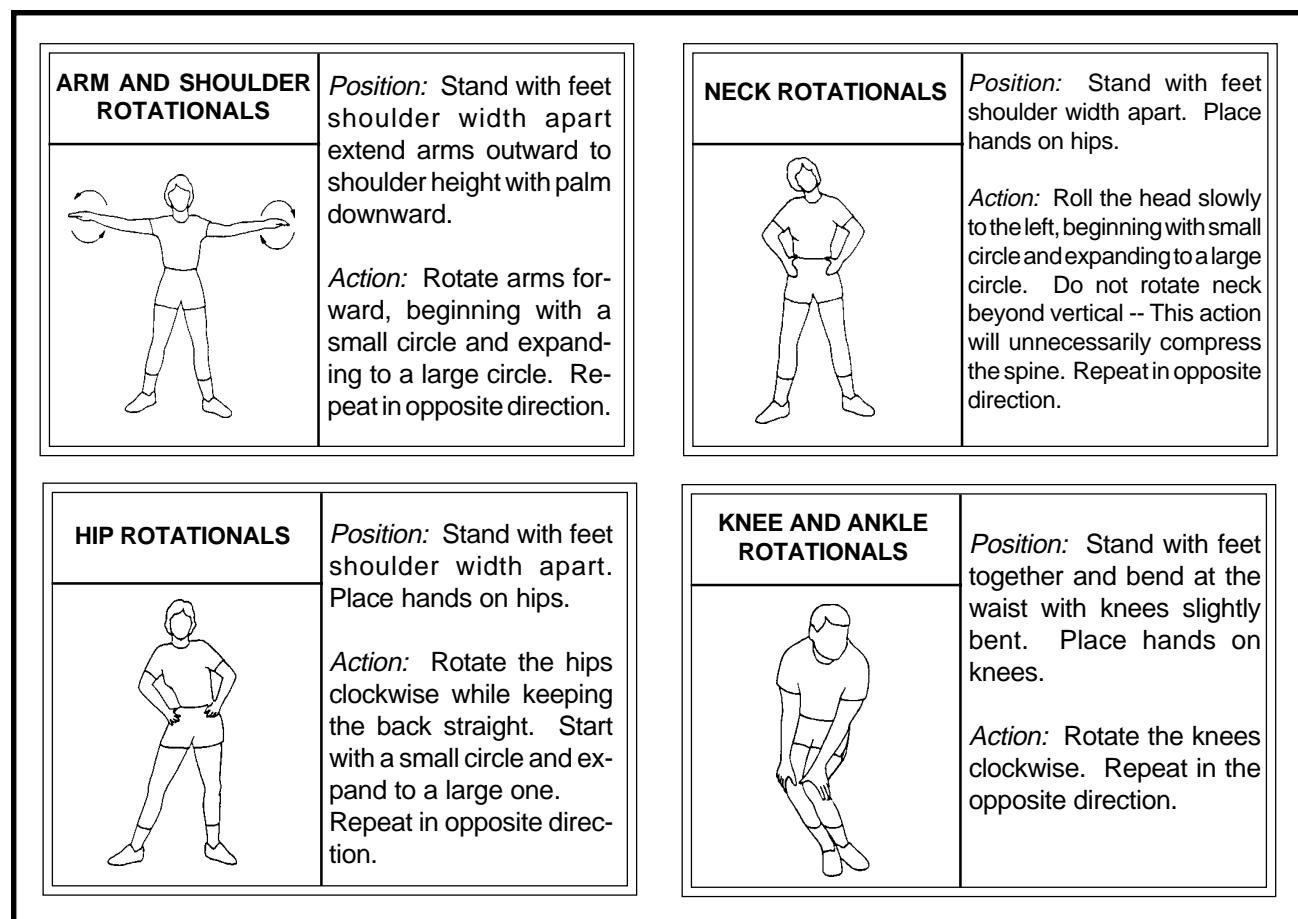


Figure 12-1. Rotationals

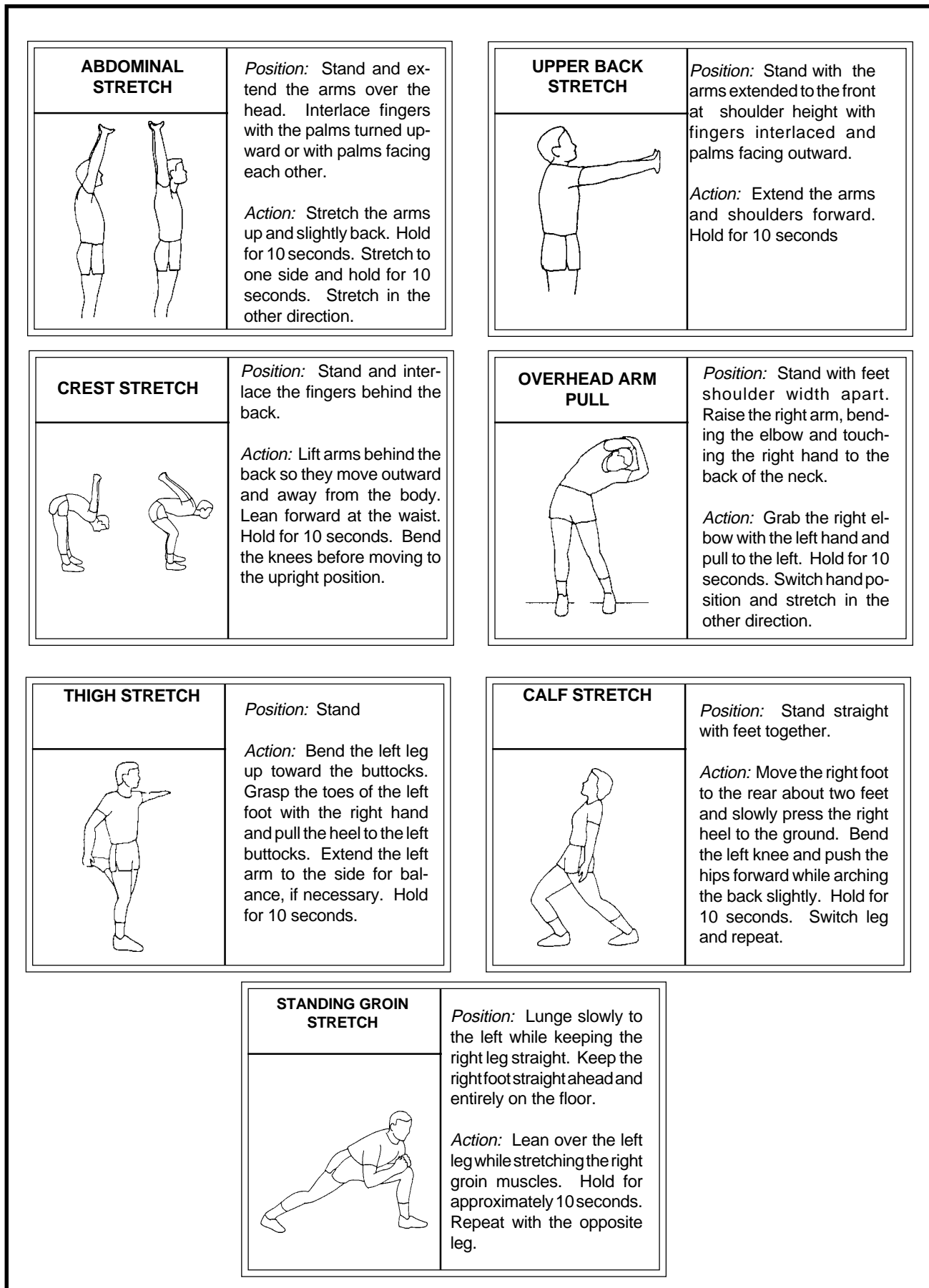
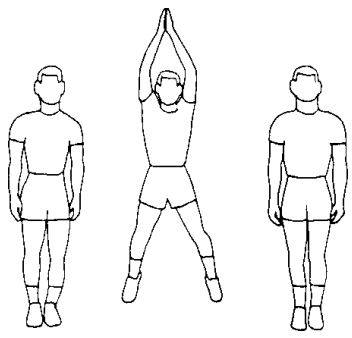
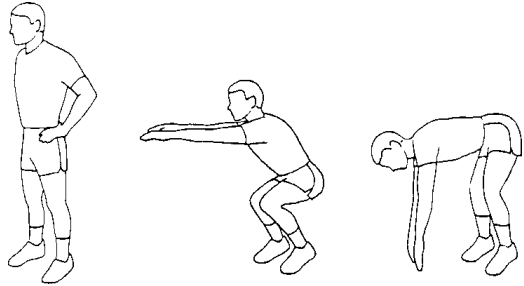


Figure 12-2. Stretches

SIDE STRADDLE HOP	SQUAT BENDER
	
<p><i>Start Position:</i> Position of Attention</p> <p><i>Action:</i> (1) Jump slightly into the air while moving the legs more than shoulder width apart. (2) Jump slightly into the air while swinging the arms downward and returning to the position of attention. (3) Repeat step 1. (4) Repeat step 2. Use a moderate cadence.</p>	<p><i>Start Position:</i> Stand with feet shoulder width apart, hands on hips, thumbs in the small of the back, and the elbows back.</p> <p><i>Action:</i> (1) Bend at the knees, lower yourself to half-squat. Extend arms forward to shoulder level, with elbows locked and palms down. (2) Recover to start position. (3) Keeping knees slightly bent, bend forward at the waist and touch the ground in front of the toes. (4) Recover to start position.</p>

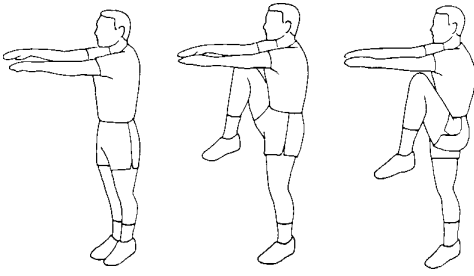
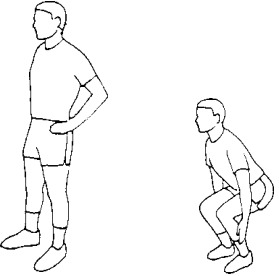
THE ENGINE	KNEE BENDER
	
<p><i>Start Position:</i> Stand with arms straight out and in front of the body. The arms should be parallel to the ground with the palms facing downward.</p> <p><i>Action:</i> (1) Bring the knee up to the left elbow. (2) Recover to the start position. (3) Touch the right knee to the right elbow. (4) Recover to the start position. Be sure to keep the arms parallel to the ground throughout the entire exercise. Use moderate cadence.</p>	<p><i>Start Position:</i> Stand with feet shoulder width apart, hands on hips, thumbs in the small of the back., and elbows back.</p> <p><i>Action:</i> (1) Bend at the knees, lean slightly forward at the waist with the head up, and slide the hands along the outside of the legs until the extended fingers reach the middle of the lower leg. (2) Recover to the start position. (3) Repeat step 1. (4) Repeat step 2. Do not bend knees beyond a 90 degree angle.</p>

Figure 12-3. Calisthenics

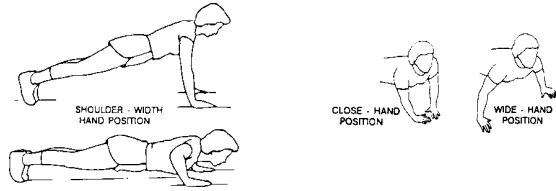
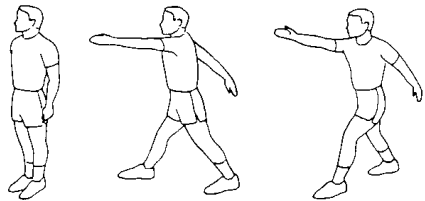
THE PUSH-UP	CROSS-COUNTRY SKIER
 <p>To vary the exercise, you may place the hands together or far apart. Use a moderate cadence.</p>	
<p><i>Start Position:</i> Assume the front leaning rest position with the body forming a generally straight line.</p> <p><i>Action:</i> (1) Keeping the body straight, lower the body until the upper arms are at least parallel to the ground. (2) Push yourself up to start position by completely straightening the arms. (3) Repeat step 1. (4) Repeat step 2..</p>	<p><i>Start Position:</i> Position of attention.</p> <p><i>Action:</i> (1) Jump slightly in the air and move the left foot forward, landing with both knees slightly bent. At the same time, move the right arm upward and forward to shoulder height and left arm as far back as possible. (2) Jump slightly moving the right foot and left arm forward and the left foot and right arm back. (3) Repeat step 1. (4) Repeat step 2.. Use a moderate cadence.</p>

Figure 12-3. Calisthenics (continued)

Chapter 13
AWARDS

13-1. Purpose. The awards program was designed to recognize achievement at encampment. Each staff member should remember that the mission of encampment is training CAP members, not to win awards. To this end, staff members are reminded that the training program and schedule must be followed at all times. Short cuts and “program cheating” are not allowed.

13-2. Flight Awards and Criteria.

a. **Honor Flight - Daily.** Each day before the evening formation, the Squadron Commander(s) will meet with the Cadet Deputy Commander to determine the honor flight of the day. Each Squadron Commander will be prepared with a nomination and the supporting evidence necessary for supporting his/her nomination. A general consensus will be agreed upon by comparing reasons for nomination. Cadets will be evaluated on the following areas:

- Drill Performance
- Customs and Courtesies
- Esprit de Corps/Morale/Attitude
- Uniform Wear
- Barracks condition
- Teamwork

The Cadet Deputy Commander will immediately inform the Group Commander and the Commandant of Cadets of the decision. (Before the evening formation begins.) Honor flight may talk at the evening meal of the day the award is presented as well as at the morning and noon meal the following day. Honor Flight will also eat first at meals. A ribbon will be presented to the honor flight to display on their guidon pole.

b. **Honor Flight - Encampment.** The decision will be made by the Squadron Commanders and Cadet Deputy Commander. Squadron Commanders will actively solicit Tactical Officer input prior to the meeting where squadron honor flights are compared. The decision will be based on ranking the flights nominated from each squadron either 1, 2, or 3 in the following areas: (1 being best)

- Drill performance
- Uniform wear
- Group Inspection
- Workbook scores
- Level of Teamwork
- Attitude and Customs and Courtesies

Once each flight is ranked, the scores will be added up. The flight with the lowest score wins. If scores are too close between two flights, the flights will be re-ranked 1 or 2 in each area with heavy emphasis placed on teamwork, attitude, and drill. The Cadet Deputy Commander will inform the Group Commander and Commandant of Cadets immediately following the final decision. A ribbon will be presented to the honor flight and a plaque will be presented to the honor flight commander.

c. **Group Volleyball Competition.** A ribbon will be presented to the flight that wins the volleyball competition to display on their guidon pole.

d. **Group Drill Competition.** A ribbon will be presented to the flight that wins the drill competition to display on their guidon pole.

13-3. Individual Awards and Criteria.

a. **Encampment Commander's Award for Outstanding Achievement.** Selection of the Outstanding Basic Cadet (Honor Cadet) must be done carefully and without prejudice. The basic criteria for selection follows:

- Appearance
- Attitude
- Motivation
- Character
- Desire to excel
- Progression at encampment
- Leadership potential

(1) The Outstanding Cadet should be the “best” cadet that the encampment has produced. It is important to remember to weigh factor the decision. A 17 year old will be more mature than a 13 year old. A C/MSgt knew more than a C/A1C when he arrived at encampment. The flight staff should look for the individual that has gained the most from encampment, while being a team player and motivating the flight to excel. The encampment must have been a positive and challenging experience for the individual that is selected.

(2) After consultation with all members of the Flight Training Staff, the Flight Commander selects two cadets to be interviewed by the Squadron Commander's Review Board.

(3) The Squadron Commander invites at least one additional cadet staff member and an impartial senior member to interview cadets recommend by each flight. The review board uses the same criteria listed above and recommends one cadet to be interviewed by the Group Commander's Review Board.

(4) The Group Commander's board will consist of: CTG Commander, CTG Deputy Commander, Encampment Commander, Commandant, and at least one other staff member invited by the CTG Commander. The criteria is the same as previously listed.

b. **Wing Commander's Award for Academic Excellence.** Awarded to the cadet with the highest final exam scores. In the event of a tie, cadets will be interviewed by the board outlined in paragraph 4 above.

c. **Commandant's Award for Leadership.** Awarded to the cadet member (basic or staff) that demonstrated outstanding leadership skills during the encampment. The Commandant of Cadets selects this individual.

d. **Cadet Commander's Award for Staff Excellence.** Awarded to the Cadet Staff member that performs their job in an outstanding fashion. The CTG Commander selects this individual.

e. **Chaplain Loren Brown Award for Outstanding Leadership.** Awarded to the Tactical Officer that sets the best example for the cadet and senior staff. They exhibit good uniform practices, exemplary customs & courtesies, good training techniques, and superior counseling skills. The selection committee will include the Encampment Commander, Commandant of Cadets, Executive Officer, and the CTG Commander.

14-1. General. Flight, squadron, and group formations are used at various times throughout the day. For convention, a formation's right or left is in respect to the individuals in the formation. For example, when the flight commanders are facing the squadron commander, the formation's right is to their right. When the squadron commander is facing the formation, the formation's right is to his left.

14-2. Flight Formation. Flight formations are used at various times during the training day. Each flight will be comprised of three elements. Four elements are authorized for purposes of shortening formations or for flights having more than 25 cadets. Flights of 10 cadets or less will be comprised of 2 elements

14-3. Physical Training Formation. See Chapter 12.

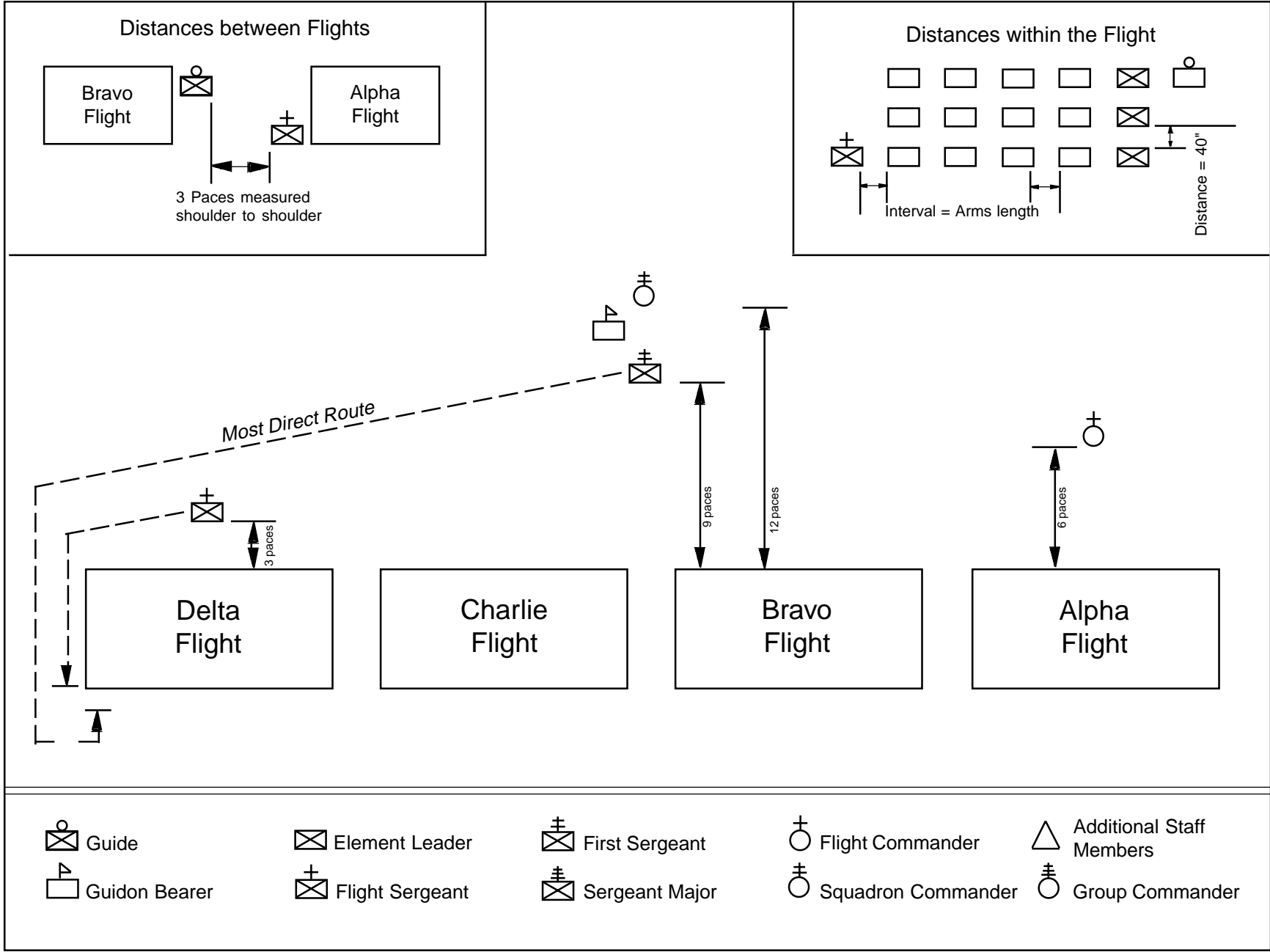
14-4. Squadron Formation. See Figure 14-1 and Attachment 6.

14-5. Group Formation. See Figure 14-2 and Attachment 7.

a. **Evening Formation.** Used to assemble the Group, publish the orders of the day, and highlight the next day's schedule.

14-6. Parade Practice. A parade practice will be conducted with key personnel (Officers, Guides, etc.) in order to save time at the full rehearsal. At least one full rehearsal will be conducted by the Cadet Commander with the entire Encampment component prior to the actual parade.

Figure 14-1. Cadet Encampment -Squadron Level Formation Diagram



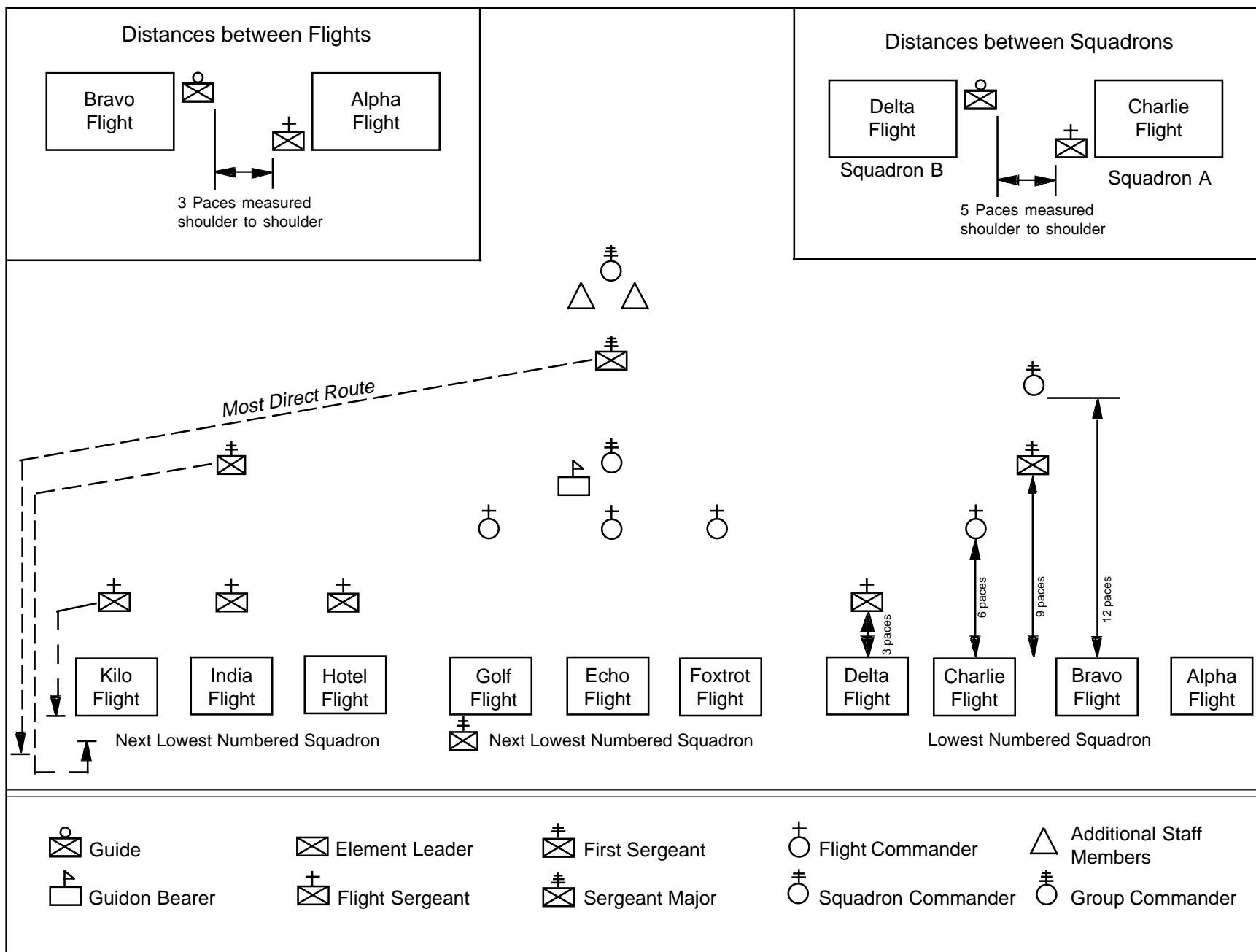


Figure 14-2. Cadet Encampment -Group Level Formation Diagram

Chapter 15
HEALTH AND SAFETY

15-1. General. The first responsibility of all encampment staff members (cadet and senior) is the health and safety of all CAP members at the activity. The structured stressful environment of encampment reduces a cadet's ability to care for their personal hygiene and bodily functions. Staff members must therefore fill this gap.

a. Cadets will be observed and attended to at all times during inspections. They should be reminded not to lock their knees, and should be allowed to sit down if they feel sick.

b. Cadets should have time to care for their personal needs. Flight training staff members will provide time to use the latrine. Do not force a cadet to ask to use the latrine.

c. Living together in close proximity requires good personal hygiene. Flight staff will encourage good hygiene in a positive, tactful, and diplomatic manner.

d. Cadets will shower daily. The objective is hygiene not training. Showers are not to be timed or used as training tools. The flight staff will allocate enough time for the entire flight to shower. This time will be structured so that the cadets get clean and no horseplay takes place.

e. The tactical staff will inspect the feet of each cadet after the evening shower. Flight staff should assist. First aid and preventive action will be made at this time. Serious injuries will be reported to the encampment medical officer as soon as possible.

f. Each flight will walk through the fire evacuation route posted in each building before the first evening.

g. While drilling, the flight should be given 5 minutes per every 30 minutes of drill time for rest. Drilling consumes bodily fluids which must be replaced. The flight staff will watch for swaying cadets while at attention. Each staff member will review the encampment SOP for other safety rules. Health and safety does not stop with the items listed above. All staff will be constantly alert for any safety or health problems at all times. Remember, a sick or uncomfortable cadet is not going to learn very much.

h. Things to Remember:

(1) Allocate adequate time each hour for latrine and water breaks.

(2) Allow adequate time each morning for latrine prior to PT formation.

(3) All cadets shall be required to drink at least one glass of water with each meal in addition to other fluids.

(4) Cadets will be tactfully reminded to use deodorant after showers.

15-2. Meals.

a. Cadets will be briefed on the encampment SOP as it relates to meals *prior* to attending their first meal. Cadets may be excused from a meal only by a tactical officer, medical officer, the commandant, or encampment commander.

b. Seating and line flow coordination will be the respon-

sibilities of the sergeant major and first sergeants.

c. Members of the flight staff will complete their meal before his flight so they can greet the cadets when they depart the dining hall.

d. Each cadet is to eat a balanced meal to include meat (or other high protein food), grains, vegetables, and dairy products. One glass of water will be consumed as well. This paragraph will not be interpreted to limit the quantity of food or fluid consumed.

e. No food will be removed from the dining hall.

f. During meals, cadets *will not* be disturbed, except for necessary corrections.

15-3. Laundry. The flight staff is responsible for insuring that laundry is done in a timely manner. The laundry schedule should be arranged prior to the basic cadets arrival. Remember that personal time may not be allocated for this purpose. Some cadets have only one uniform and limited underwear. It is the flight staff's responsibility that the basic cadets have and wear clean clothes. Here is a list of laundry hints:

a. Wash white clothes every day.

b. Mark all items prior to washing. This includes underwear, fatigue pants (BDU), etc.

c. Wash dark and light clothes separately.

d. Wash fatigues (BDU) in shifts. They take a long time to dry.

e. Do not launder blue wool pants or skirts, send these items to the dry cleaners.

f. Do not iron blue wool clothes without an ironing cloth.

g. Make up your laundry schedule on day 1.

h. Wash while on tours and dry while in the building.

15-4. Personal Time. Personal time is the cadet's time. Each night, 30 minutes is set aside for cadets to do as they wish-given the restrictions of encampment. They may write letters, talk to other flight members, take another shower, iron uniforms, polish shoes or just go to bed early. The cadets will receive the entire half hour. No speeches, inspections, or any other training is allowed; the training day is over. NO EXCEPTIONS! There will be no horseplay allowed however, since control must be maintained. At the same time, the cadets must be allowed to relax

15-5. Building Evacuation Procedure. Building evacuation routes shall be posted on bulletin boards in building. For building evacuation during duty hours, cadets will proceed quickly in appropriate uniform to nearest exit and then to the pre-designated assembly point. For building evacuation during sleeping hours, cadets will put on athletic shoes and tie them, cover themselves with their blanket, proceed quickly without running to nearest exit and then to assembly point.

Note: For some emergencies it may be necessary to keep the

normal assembly area clear. Be aware of surrounding area and possible alternate assembly areas.

15-6. Other Emergency Procedures. Note any warning signal instructions posted on bulletin board. Find out where the nearest shelter is for your area. If in doubt, have all personnel proceed downstairs and remain in hallway with doors closed, away from windows, and await further instructions.

15-7. Road Guard Procedures. It is important to remember that the purpose for road guards is to assure safe crossing of streets. A Senior Member will accompany any marching unit and assist in stopping traffic in intersections. Be certain that road guard procedures are being followed and that the road guards are safe. See CAWGP 50-16-3 Cadet Standard Operating Procedure.

15-8. Medical Problems. The flight training staff's first responsibility is preventive medicine. Remain sensitive to environmental conditions and situations that are likely to cause injury or illness. It is essential that sincere medical problems be handled immediately and judiciously.

Tactical Officers are responsible for double checking the CAPF-31 for any medical problems a cadet might have on arrival at the encampment. In the opening assessment interview ask each cadet for required medication, and check with the encampment medical officer if any question arises. (i.e., should medication be left with the cadet or should be held by the Tactical Officer or Medical Officer.)

Keep in mind basic emergency procedures:

1. Identify the problem.
2. Immobilize injured individual.
3. Call for medical help by radio, phone, or runner.
4. Provide immediate FIRST AID.
5. Provide care only up to your level of training.

15-9. Common Medical Problems. These common problems and treatments are quoted from standard Red Cross first aid manuals.

a. **Heat Exhaustion** Heat exhaustion is a response to heat characterized by fatigue, weakness, and collapse due to intake of water inadequate to compensate for loss of fluids through sweating.

- (1) Symptoms:
- Approximately normal body temperature.
 - Pale and clammy skin.
 - Profuse perspiration.
 - Tiredness, weakness.
 - Headache, perhaps cramps.

- Nausea - dizziness (possible vomiting).
- Possible fainting (The victim will probably regain consciousness as the head is lowered.)

(2) Treatment:

- Remove person to shade.
- Loosen clothing.
- Apply cool, wet cloths and fan the victim or take them to an air-conditioned room.

(3) Prevention:

- Drink plenty of liquids.
- Use liberal amounts of salt on foods.

b. **Heat Stroke** *Heat stroke is an immediate, life-threatening emergency for which medical care is urgently needed.* Heat stroke is a response to heat characterized by extremely high body temperature and disturbance of the sweating mechanism.

(1) Symptoms:

- Body temperature is high (may be 106°F or higher).
- The skin is characteristically hot, red, and dry. The sweating mechanism is blocked.
- The pulse is rapid and strong.
- Victim may be unconscious.

(2) Treatment:

- Victim needs medical attention immediately.
- Move to shade.
- Loosen clothing.
- Apply cooling measures; ice, cold cloths, etc.

(3) Prevention:

- Same as heat exhaustion.

c. **Hyperventilation** Hyperventilation is a condition brought about by over-breathing. Usually there is some degree of anxiety, tension, and emotional distress. Over-breathing begins without the person being aware of it, until enough carbon dioxide is washed out to cause symptoms so alarming that the person begins to breathe even more vigorously.

(1) Symptoms:

- Dizziness, faintness, numbness.
- Rapid breathing.
- Tingling, pounding of the heart, spasmodic muscle cramps.

(2) Treatment:

- Provide a relaxing, restful, calm atmosphere.
- Reassure the patient.

- Ensure slow, measured breathing.
- Notify encampment medical officer.

(3) Prevention:

- Watch stress level

d. **Laryngitis (Loss of Voice).** Inflammation of the larynx or voice box is known as laryngitis. Simple acute laryngitis is usually caused either by infection or by overuse or strain of the voice.

(1) Symptoms:

- Hoarseness.
- Voice cracks; unable to speak above a whisper.

(2) Treatment:

- Rest the voice.

(3) Prevention:

- Voice exercises.
- Proper use of diaphragm. Reference "Leadership: 2000 & Beyond".

e. **Sprain.** A sprain is an injury to the soft tissue surrounding joints, usually because of forcing a limb beyond the normal range of a joint. The ligaments, muscles, tendons, and blood vessels are stretched or torn. The ankles, fingers, wrists, and knees are most often sprained.

(1) Symptoms:

- Swelling
- Tenderness
- Pain upon motion
- Discoloration

(2) Treatment:

- Immobilize extremity and refer to medical.
- Apply ice pack.

(3) Prevention:

- Keep from RUNNING and JUMPING.

f. **Strain** Strains are injuries to muscles from overexertion. The fibers are stretched and sometimes partially torn. Back strains are commonly caused by improper lifting.

(1) Symptoms:

- Swelling
- Tenderness
- Pain upon motion
- Discoloration

(2) Treatment:

- Immobilize extremity and refer to medical.
- Apply heat, warm, wet applications, and rest.

(3) Prevention:

- Keep from RUNNING and JUMPING.
- Avoid lifting from an awkward position.

g. **Blisters.** Blisters caused by friction from shoes or boots appear on the heels, toes, and tops of feet. If all pressure can be relieved until the fluid is absorbed, blisters are best left unbroken.

(1) Symptoms:

- Slight limp
- Problems jogging.
- Timing off when drilling; tendency to get out of step.

(2) Treatment:

- Cushion with band-aids/moleskin.
- Keep clean
- For open blisters, refer the cadet to the medical officer

(3) Prevention:

- Check for blisters daily.
- Cushion red spots with moleskin.
- Keep boots/shoes firmly laced.
- Wear multiple pairs of socks.

h. **Sunburn**

(1) Symptoms:

- Redness or blisters on exposed areas of skin.
- Mild swelling and pain.

(2) Treatment:

- For minor sunburn, treat with sunburn preparations.
- For blisters, get medical attention.

(3) Prevention:

- Use sun screen lotion. (Minimum #8)
- Watch fair skinned individuals.

Chapter 16
CADET STAFF
STANDARD OPERATING
PROCEDURES

16-1. General. In the final analysis, it is the staff of the CTG that will determine the success of an encampment. As such, it is important that all staff members maintain and display a positive constructive attitude in carrying out their assigned duties and responsibilities. This attitude should form the foundation for every decision made and every action taken by a staff member.

a. All staff members will maintain an exemplary level of dignity, self-discipline, and military bearing at all times.

b. All staff members have the extra responsibility to set an outstanding example for the cadets. Their quarters, uniforms, personal grooming, hygiene, customs and courtesies, their attitude must meet or exceed encampment standards at all times.

c. All staff members other than the cadet's immediate superiors will not to interfere with a cadet's performance of his duties, except in cases of possible injury or violation of regulations. Exceptions are in order when the infraction is of an immediate nature, such as failure to salute. Good judgement is necessary by all staff members. All violations and infractions *not* of an immediate nature should be referred to the chain of command.

d. All CAP personnel share the responsibility to ensure that the property of Civil Air Patrol and the host facility is respected, properly maintained and accounted for. Items that are broken or appear in substandard repair, should be reported to the Tactical Officer and the Headquarters as soon as possible.

16-2. Dining Hall.

a. Members of the staff may not arbitrarily cut into the dining hall line. When it is necessary in the performance of one's duty to cut into the line, it shall be done only between flights.

b. Cadets are not to be disturbed by staff members while eating their meals. The Sergeant Major and First Sergeants are responsible for supervising cadets in the dining hall and will enforce the dining hall procedures. No memory work will be recited. The dining facility is not a social hall.

16-3. Quarters. Staff shall maintain their quarters in inspection order at all times so as to set the example for their subordinates. Doors are to be left open during standard duty hours. When occupying a any room with a member of the opposite sex, the doors will remain open at all time.

16-4. Cadet Staff Personal Time. At least one hour per night will be scheduled for Staff Personal Time. Staff members may do the same things basic cadets do during that time. It is not to be used for organized training, meetings or classes. Staff members may go to bed, read, iron uniforms or anything else they want to do in order to be ready-to-go the following morning.

16-5. Sleeping. Cadet Staff members will sleep a minimum of six (6) hours per night. *THERE ARE NO EXCEPTIONS TO THIS RULE.* Naps are to be approved by the senior staff and are not a right, but a privilege.

16-6. Private Vehicles. Cadet Staff members will park their vehicles in the designated parking areas. After securing the vehicle, they are to turn the keys into the appropriate Senior Member (i.e.: Tactical Officer, COC).

16-7. Responsibility. Cadet Staff members will notify the appropriate Senior Member in the following instances:

a. If you need to leave the encampment area.

b. If the flight is leaving the encampment area for a tour, class, or any other reason.

c. If you or any cadet injures themselves.

16-8. Behavior.

a. Cadet Staff will adhere to the Cadet Honor Code, Cadet Protection Policy and the California Wing Fraternization Policy at all times. Noncompliance will result in expulsion from encampment and possible termination from CAP.

b. The use of alcohol, tobacco, or unauthorized controlled substances by staff is prohibited. Failure to comply with this requirement will result in immediate dismissal from the encampment.

c. If a cadet receives an order or directive from another CAP member that is perceived illegal, unsafe, or creates potential liability for the CAP, the staff member receiving the order will bring that order or directive to attention of the member issuing the orders superior.

Chapter 17
THE TACTICAL OFFICER

The first rule of encampment is the Tactical Officer is always right...right now.

17-1. General. Tactical Officers are Senior members of Civil Air Patrol who have been specially selected and trained for their role at encampment. Although many of them are former cadets, there is no requirement for a Tactical Officer to have been a CAP cadet. Generally, a minimum of one qualified and trained Tactical Officer is assigned to monitor each Flight at encampment. Assistant Tactical Officers and Trainee Tactical Officers may be assigned as available.

17-2. Assignments. It is important to remember that Tactical Officers are *NOT* part of the chain of command within the Cadet Training Group. Tactical Officers are appointed by the Encampment Commander at the recommendation of the Commandant of Cadets. They are directly subordinate to the Commandant. A Chief Tactical Officer may be appointed at larger encampments, with the Tactical Officers being placed in a subordinate position to the Chief Tactical Officer at the discretion of the Commandant.

17-3. Exclusive Responsibilities. The following functions are the exclusive responsibility of the Tactical Officer. They may NOT be delegated to cadet personnel:

- a. Custody of the barracks facilities.
- b. Initial "Shakedown" contraband inspection.
- c. Custody of contraband articles and cadet's personal vehicle keys.
- d. Supervise Cadet telephone calls to their home.
- e. Daily sick-call, blister checks, related health matters and Medical Officer referral.
- f. Personal counselling and Chaplain referral.
- g. Custody and release of Cadet personnel to authorized persons.

Cadet staff encountering matters that are considered to be exclusive responsibility of the Tactical Officer are to notify the appropriate Tactical Officer immediately.

17-4. Shared Responsibilities. The following responsibilities are shared by Cadet Staff members and Tactical Officers at the Flight level:

- a. Safety of all flight personnel.
- b. General welfare of cadets, including heat exhaustion observation/prevention, fluid intake, availability and use of latrine, etc.
- c. Observation, training, and correction of military customs and courtesies violations.

17-5 Tactical Officer/Cadet Staff Relationship. Tactical Officers are considered to be advisors to Cadet Staff members. When dealing with Flight Staff, Tactical Officers are expected to provide advice and counsel when necessary,

while allowing the cadet chain of command to remain intact. Immediate problems of a safety nature shall be corrected at any time when the judgement of the Tactical Officer so dictates. Minor matters of technique, command presence etc. shall be handled in private whenever possible. The Tactical Officer is encouraged to discuss Flight Staff development with the Cadet Squadron Commanders. Matters of concern dealing with Cadet Squadron and Group staff should be referred to the Commandant of Cadets when possible.

17-6. Participation in Encampment Training. In addition to their general duties, Tactical Officers may be assigned to specific training assignments at the discretion of the Commandant of Cadets. Examples include academic classroom instructors, firing range support, graduation parade support etc.

At the flight level, Tactical Officers are assigned as part of the "Flight Training Staff". They are asked to participate in Squadron Training Meetings and are constantly evaluating the flights performance. Cadet staff members should consider the Tactical Officers as a valuable resource for training feedback. Often, Tactical Officers are able to draw on years of experience to provide examples of solutions to problems that may arise in an encampment environment. The objective of the Tactical Officer is to allow the cadet staff members an opportunity to solve problems first, but advice is always available to cadet staff members merely by asking for it.

17-7 Tactical Officer's Tasks.

a. **Flight Training Staff Meeting.** Discuss responsibilities of the cadet flight staff as outlined in the Encampment Training Manual. Discuss daily/weekly planning. Each evening, review the schedule for the next day. This is in addition to the STM. Discuss how goals for the next day will be achieved, and what plan the flight commander has for FTA time. Discuss the flight staff safety procedures such as road guards, barracks procedures and evacuation, and other general safety rules. Check with flight commander to make sure that workbooks have been issued and that the cadets have received instructions on how to complete them. The workbooks are designed as study aids, therefore they should be completed after each appropriate class. Discuss selection of element leaders and guidon bearer with flight staff. These positions offer leadership experience for cadets and should not be taken lightly. Permanent assignments will be made as soon as possible. Review the Flight Commanders Checklists to insure all items are completed in a timely manner. (See Attachments 1,2,3,4,22)

b. **Building Security.** Any time the flight is not in the building, all inside lights should be out, windows closed, and building doors locked. At facilities where the building

cannot be locked, room doors will be locked. All items of value, belonging to the cadets should be collected by the tactical staff, a receipt issued to the cadet, and stored securely.

c. **Cadet Interview.** Review cadet application information, name, age, unit, and experience level of cadets assigned to the flight. Review medical history and check with medical officer if anything is present that might affect the cadet's performance at encampment. Check for current ID card. Ask if the cadet needs to call home to confirm their arrival to encampment. Inquire how each cadet will be returning home.

d. **Shake Down Inspection.** Collect money (over \$10), credit cards, bus or plane tickets, car keys, weapons, candy, etc. Issue receipts for items collected. Paper bags are convenient to keep each cadet's possessions separate. Collected items will be stored in a secure place. Collect all medicine, if in doubt whether to collect it, check with medical officer.

e. **Tactical Officer Briefing.** This briefing is conducted only by the Tactical Officer. Reference Tactical Officer's Briefing Outline (See Attachment 4).

f. **Walk-Through.** At least once each day, walk through the building to see the progress on racks, rooms, etc. Note any unreported broken equipment. Check for potential safety hazards. Check latrines/supplies/trash.

g. **Medication.** Insure any required medications are given out. It is a good idea to keep a list and document any medication dispensed.

h. **Blister Check.** Each evening, preferably right after showers and before personal time, check for blisters. Watch for reddening on the heel, etc. Hand out moleskin and band-aids liberally.

i. **Laundry.** Insure the flight staff has made provisions to get the cadets' laundry done. This is often an interesting time management exercise as the time at encampment is very limited.

j. **Honor Cadet.** Watch for possible honor cadet and orientation flight candidates. Honor cadet will be selected from each flight. Observe performance such as; encampment skills, positive attitude, skills improvement, willingness to help others, etc.

k. **Special Cadets.** Often, opportunities arise for selected cadets to receive orientation flights. Be prepared to select cadets that show promise. These selections should be based on performance, attitude, etc., and are one of the

rewards of encampment. Be sure to announce who is being selected and to congratulate them.

l. **No Credit.** Watch for possible "*no credit*" cadets. By this point in the encampment you should have identified any candidates for "*no credit*". This would be a cadet who does not participate at a satisfactory level. Watch this cadet's progress and counsel at the earliest opportunity, allowing the cadet the chance to improve and succeed.

m. **Honor Cadet.** Observe performance of possible honor cadets.

n. **Basic Cadet Evaluation.** By Day 4 you should have cadet evaluation forms. These forms should be completed by the Flight Training Staff by day 7. The Flight Training Staff must review the completed form with each cadet before graduation. One copy of evaluation will be given to cadet along with the graduation certificate, the other copies will be returned to encampment HQ for distribution.

o. **No Credit.** Any cadet who is not participating in the encampment satisfactorily must be interviewed by the Commandant of Cadets by Day 4. Make your recommendations to the Commandant before sending the cadet to report.

p. **Workbooks.** Insure that the Flight Training Staff has reviewed each cadets workbooks for completeness and accuracy by Day 6.

q. **Honor Cadet.** Assist in the selection of an honor cadet for the flight. Selection of the honor cadet for the flight should be clear by Day 6 or between two candidates. A squadron selection will be made by the end of the day on day 6 or early on day 7. Usually a squadron review board will be held to interview the candidates from each flight.

r. **Possessions.** Insure cadets are given money for the cadet party (Day 7) if needed. Determine if cokes will be available at the party. If so, cadets might want to obtain money collected at beginning of encampment.

s. **Check-Out.** Review checkout procedures. By Day 6 an encampment plan should be in place for checkout. This will include check-in of linen, and any other equipment, restoring furniture to rooms as received, any special cleaning requirements, etc.

t. **Return Possessions.** Return receipted items to cadets. All items collected from cadets at the beginning of encampment should be returned to them. Check for any medicine which might not have been in the locked bags. Pick up original receipt from cadets.

u. **Clean-Up.** Clean-up and restore building. Final

building clean-up and restoration to better than its original condition. The Tactical Staff will take a VERY high profile in making sure the buildings are cleaned prior to departing for the Review.

v. **Exit Interviews.** Day 7-8. Do exit interviews with flight staff. It is important that you debrief the flight staff. Discuss individually each member's strong points, the points on which he improved upon, and offer suggestions for further improvements and growth. Discuss the aspects of the encampment that went particularly well for the flight and what might be improved.

w. **Graduation.** Check with Commandant of Cadets regarding your involvement in the Graduation ceremony.

x. **Debriefing.** Day 8. Debrief the flight on the encampment. Point out the objectives and the training agreement that the cadets signed at the beginning of the encampment. Discuss how they can use the knowledge that they have gained at the encampment for appropriate use at

the home unit.

y. **Sign-Out.** Sign out cadets with their transportation home. It is important that we have a clear understanding of how each cadet is getting home and who has taken the responsibility. We have found it effective to get a signature from the person taking the responsibility for that transportation. Cards will probably be provided from headquarters for that purpose.

z. **Departure.** *Do not leave* until released by the encampment commander, commandant of cadets, or chief tactical officer. Do not forget to turn your keys to the building in, before you depart.

Note: Your job as a tactical officer is not complete until all your cadets have left the area and your building has been secured. Usually there will be a staff debriefing at the close of the encampment.

Chapter 18

SENIOR STAFF

18-1. Uniforms. The Senior Staff sets an example for the cadet staff and the basic cadets. Their uniform must always be neat and clean and must fit properly. It is essential that uniforms be correct in accordance with CAPM 39-1.

The duty uniform is generally the blue Service Uniform. While the Commandant of Cadets will establish rules for a particular encampment, accepted practice is duty uniform from morning meal until after evening meal, or after 1800 hrs. Outside those hours other uniforms may be acceptable. The Fatigue Uniform (BDU) is appropriate at the firing range, or certain field activities. Physical training (PT) gear is acceptable only during athletic activities. Time at encampment is limited. It is helpful to bring several duty uniforms to minimize laundry. Ribbons are worn for the graduation ceremony only.

18-2. Living Quarters. The Senior Staff's quarters must be kept in proper order. Often it is necessary to conduct business in these quarters. As with uniforms, the Senior Staff sets an example for the cadet staff as well as the basic cadets.

18-3. Legal Responsibility. In today's society we cannot afford to ignore our exposure to liability. The following is a lay interpretation offered as a basis for your understanding of the legal responsibility as a member of the Senior Staff, especially a Tactical Officer. Should you have any questions, they should be directed to competent legal authority.

As Senior Members, our legal position with respect to cadets is conceptualized in law by the doctrine of "*in loco parentis*," that is, we are acting in the place of the parents. Thus we have a legal responsibility to act, nurture, protect and safeguard the cadets from harm, both physical and mental.

Our exposure to liability as individuals may be found under the *Law of Torts*, which holds that a personal wrong is actionable for damages. This means that a Senior Member's act, or failure to act, could expose the organization as a whole, and the Senior Member as an individual, to liability in a law suit. Further, individual exposure results not only from the wrong of the individual in question, but may also result from the wrong of another, such as a subordinate or another Senior Member.

When we take on a position of authority or responsibility, the law brings along with that position a certain amount of *legal responsibility*. In common law, this responsibility falls into two areas, strict liability, and negligence. Strict liability is liability without regard to fault. In the normal course of events in CAP, this area would not usually apply.

Of more importance to us is the area of negligence. This concept implies that we have a duty to behave as a reasonable person of ordinary prudence under the same or similar circumstances so as not to expose others to an unreasonable risk of harm.

18-4. Standard of Care. In a world fraught with risks, how much risk is reasonable? How must we behave and with what "*standard of care*" must we comply to create an atmosphere that is reasonably free of risk? The final analysis of whether that standard has been met in each individual case would be in the hands of a jury.

a. The law imparts to a person a certain amount of expertise based solely on the position which he occupies. We as Senior Members are occupying positions of ostensible authority and expertise, regardless of whether or not we actually possess that expertise.

b. Considering the case of a Senior Member, the standard of care is much higher than an ordinary person by virtue of the position that he/she holds. We set ourselves up as experts in our area and as a result the standard of care is shifted upward placing the exposure closer to strict liability rather than merely negligence. Thus the Senior Member is legally responsible to act with expertise whether or not he actually possesses such expertise.

18-5. Responsibility. It appears then, that we have the legal liability and responsibility of the parent. We have a duty to take care of incidents as they occur and to foresee and protect the cadets from damage, both physical and mental. We are responsible for the physical and the emotional and psychological well-being of the cadet.

a. We note that historically we have had few problems because the people working at this level with cadets are usually highly motivated. They care a great deal about the well-being of the cadets.

b. Responsibility to protect the cadets from physical damage is obvious. The Senior Member must always be aware of potential environmental hazards or situations which could result in injury. Less obvious is the responsibility to protect the cadet from psychological damage.

c. What can we do to reduce our potential for legal problems? The encampment program must be planned and executed with a reasonable standard of care in mind. The Senior Member must remain sensitive to areas of exposure. We must be very conscious of the possible effect of our actions and the actions of others on the cadets. Always be conscious of safety and be aware of areas where injuries or distress could occur. Beyond that, we must be sensitive to

neutralizing the adverse consequences of any incident which might occur.

18-6. Counseling. The Tactical Officer has an important job as a counselor both to the basic cadets and the cadet staff. The role of the Tactical Officer as counselor is that of advisor or coach.

a. Arriving at the encampment, the basic cadets are cast into an environment which may be radically different from anything they have ever encountered before. Encampment is highly structured, stressful, and demands a high level of participation and concentration from each cadet. Some cadets will have more difficulty coping than others. Be alert to identify problems and provide counseling when appropriate.

b. The responsibilities of the cadet staff place them in a similar situation. They too may benefit from counseling. Basic counseling skills include at least the following.

18-7. Active Listening Skills. Effective counseling requires that the person being counseled feel that you have a sincere interest in his problem. This is best done using active listening techniques such as the following:

- a. Eye contact
- b. Body language
- c. Reflection
- d. Questions

18-8. Sensitivity. Be sensitive to the emotional state of the cadet and his/her feelings. Always maintain respect for the individual; criticize the *behavior*, not the person. Consider:

- a. Needs
- b. Self image
- c. Personal worth

18-9. Resolution. Resolution of problem or situations may take one of several forms.

- a. Advice
- b. Direction
- c. Suggestions
- d. Explanation or clarification
- e. Self-resolution
- f. If you run into a difficult situation, share the problem with other senior staff members. We are not professional counselors nor are we here to experiment with counseling skills. Another perspective might be helpful.

ATTACHMENT 1**FLIGHT COMMANDER'S CHECKLIST DAY 0**

Pre-Arrival Move-in

- ___ Unpack and setup your room.
- ___ Attach required items to bulletin board.
- ___ Design floor plan of rooms for room assignment.
- ___ Review encampment block schedule.
- ___ Prepare welcoming remarks
- ___ Secure extra paper and pencils for cadets.
- ___ Bedding should be on each basic cadet's rack prior to their arrival

Pickup from headquarters:

- ___ Guidon and guidon pole
- ___ Road guard vests and flashlights (if available)
- ___ Basic cadet workbooks
- ___ Flight covers
- ___ Telephone roster with emergency numbers
- ___ SOP's and squadron T-shirts

Make sure the following are in good working order:

- ___ Fire/Exit lights
- ___ Washer/dryer
- ___ Sink/shower faucets
- ___ Fire extinguisher (Check pressure gauge)
- ___ Room lights (ceiling)

Check inventory of building for:

- ___ Toilet paper/paper towels
- ___ Cleaning materials
- ___ Laundry soap
- ___ Vacuum/floor buffer
- ___ Mops, brooms and dust pans

Inventory each room for the number of:

- ___ Student desk with chair (If appropriate)
- ___ Racks
- ___ Dressers/night stands
- ___ Desk lamps
- ___ Ash trays
- ___ Other government property

ATTACHMENT 2**FLIGHT COMMANDER'S CHECKLIST DAY 1**

First Meeting:

- ___ Greet each cadet in correct/clean uniform
- ___ Review each cadet for appearance
- ___ Make a list of each cadet (name and serial number)
- ___ Start memorizing each cadets name
- ___ Assist the Tactical Officer in conducting a shake down inspection (check for food, drugs and valuable items)
- ___ Give welcoming speech

Identify the following for each Cadet:

- ___ Quantity of underwear and socks
- ___ Quantity of service uniforms
- ___ Quantity of Utility uniforms
- ___ Missing uniform items
- ___ Boot and shoe condition (are they broken in?)
- ___ Do they require a haircut?

- ___ Tactical Officer will collect and receipt prescription medication
- ___ Tactical Officer will collect and receipt all high value items (including cash over \$5.00)
- ___ Have cadets laundry mark uniforms and underwear.
- ___ Store extra luggage in locked storage room (if available)
- ___ Send copy of flight roster to headquarters
- ___ Welcome cadets and introduce flight staff
- ___ Review fire exit procedures with cadets
- ___ Walk through fire exit procedure as a flight
- ___ Discuss health and safety as a flight
- ___ Instruct SOP dining hall procedures
- ___ Instruct rack and room procedure (SOP supplement)
- ___ Orient flight to bulletin board
- ___ Begin drill movements (basics of formation)
- ___ Instruct road guard procedures.
- ___ Instruct PT formation (extended rectangular).
- ___ Begin looking for element leaders.
- ___ Instruct in chain of command.
- ___ Coordinate haircuts with TAC and HQ.
- ___ Instruct shower procedure.
- ___ Explain foot/blister check.
- ___ Explain personal time and lights out.
- ___ Explain PT uniform and wake-up procedure.
- ___ Explain next day's schedule.
- ___ Conduct showers.
- ___ Assist Tactical Officer with blister check
- ___ Go to sleep on time

ATTACHMENT 3
FLIGHT COMMANDER'S CHECKLIST *LAST DAY*

- ☐ Pack all your personal gear prior to first call (night before)
- ☐ Have basic cadets call for rides (night before)
- ☐ Review information regarding out processing
- ☐ Assist Tactical Officer return confiscated articles to cadets
- ☐ Review out processing with cadets
- ☐ Have cadets pack their personal gear, except uniform for parade
- ☐ Replace all furniture to proper location according to your room inventory
- ☐ Dispose of linen and blankets per the instructions from HQ

After cadets have moved out:

- ☐ Check each room for cleanliness and lost items. (closet, drawers and under beds)
- ☐ Clean rest rooms and floors
- ☐ Remove all encampment information from bulletin board
- ☐ Empty ALL trash cans
- ☐ Issue certificates to cadets
- ☐ Report missing certificates or misspellings to HQ
- ☐ Return all issued equipment to HQ
- ☐ Assist Tactical Officer in disposition of departing cadets
- ☐ Inspect building for missed items or trash.
- ☐ Out-process with Tactical Officer and Commandant

ATTACHMENT 4
TACTICAL OFFICERS BRIEFING CHECK LIST

First priority of all activities is always health and safety.

- ☐ No running inside the building.
- ☐ Touch each step and maintain one hand on handrail while using stairs.
- ☐ No "double-time" in the stairwells.
- ☐ All furniture movement shall be supervised by a tactical officer.
- ☐ All accidents shall be reported to the tactical officer immediately.
- ☐ Review emergency phone numbers.
- ☐ Review location of fire alarms, extinguishers, and the reporting procedure.
- ☐ Safety hazard identification and reporting procedure.
- ☐ Review Road Guard procedures. Reference CAWGR 52-16-3 Cadet SOP.
- ☐ Building evacuation briefing and practice.
- ☐ Hot weather procedures and cautions.
- ☐ Cold weather procedures and cautions.
- ☐ Blister check required each night and must be done by a tactical officer.
- ☐ Health problem reporting procedure.
- ☐ Review laundry procedure.
- ☐ Review shower procedure.
- ☐ Review requirements for restroom and refreshment breaks.
- ☐ Review procedure for sick cadets or minor injuries. (All sick or injured cadets are sent to nearest tactical officer)
- ☐ Review "personal time" and the expected behavior during that time.

ATTACHMENT 5
DRILL COMPETITION EVALUATION SHEET

DRILL COMPETITION SCORING SHEET		ENCAMPMENT
Flight:	Cadet Training Squadron:	
SCORING Each judge evaluates the flight's performance of each drill movement in a section, and gives an aggregate score of 0 - 5 points per section, for a possible total of 85.		<u>MARCHING MOVEMENTS</u>
<i>Flight marches on to the parade field and halts in front of the judges. Flight commander faces the flight to the judges.</i>		<input style="width: 50px; height: 20px;" type="text"/> SIDE STEP Left Step, March Flight, Halt Right Step, March Flight, Halt
<i>Flight Commander faces the judges, salutes and reports to the Head Judge " ' _ ' Flight reporting for drill competition".</i>		<input style="width: 50px; height: 20px;" type="text"/> COUNT CADENCE / CHANGE STEP Right, Face Forward, March Count Cadence, Count Change Step, March Change Step, March To the Rear, March
<u>STATIONARY MOVEMENTS</u>		<input style="width: 50px; height: 20px;" type="text"/> FLANKS & COLUMNS Left Flank, March Left Flank, March Column Right, March Forward, March
<input style="width: 50px; height: 20px;" type="text"/> FACING MOVEMENTS Right, Face About, Face Left, Face About, Face Parade, Rest Flight, Attention	<input style="width: 50px; height: 20px;" type="text"/> CLOSE MARCH Close, March Forward, March Extend, March Forward, March	<input style="width: 50px; height: 20px;" type="text"/> TO THE REAR To the Rear, March Count Cadence, Count To the Rear, March
<input style="width: 50px; height: 20px;" type="text"/> OPEN RANKS Open Ranks, March Ready, Front	<input style="width: 50px; height: 20px;" type="text"/> COLUMNS & FLANKS-FROM A HALT Column Right, March Forward, March Flight, Halt Right Flank, March Flight, Halt Left Flank, March Flight, Halt	
<i>Flight Commander faces the judges, salutes and reports to the Head Judge " ' _ ' Flight prepared for inspection".</i>		<input style="width: 50px; height: 20px;" type="text"/> HALF STEP/CHANGE-STEP/EYES RIGHT Half Step, March Forward, March Change Step, March Eyes, Right Ready, Front Column Right, March Forward, March
<u>INSPECTION</u>		<input style="width: 50px; height: 20px;" type="text"/> HALF COLUMNS & COUNTER MARCH Column Half Right, March Column Half Left, March Flight, Halt Counter, March Forward, March Counter, March Forward, March
<input style="width: 50px; height: 20px;" type="text"/> UNIFORM APPEARANCE		<input style="width: 50px; height: 20px;" type="text"/> CONCLUSION Column Right, March Forward, March Flight, Halt Left, Face Present, Arms
<input style="width: 50px; height: 20px;" type="text"/> MEMORY WORK <i>Flight Commander continues the drill sequence at the direction of the Head Judge.</i>		<i>Flight Commander faces the judges and salutes. Flight Commander marches the flight off the parade field.</i>
<input style="width: 50px; height: 20px;" type="text"/> CLOSE MARCH Close Ranks, March Right, Face Right, Face Close, March Extend, March Left, Face	<input style="width: 50px; height: 20px;" type="text"/> EYES RIGHT-PRESENT ARMS Eyes, Right Ready, Front Present, Arms Order, Arms	
<input style="width: 50px; height: 20px;" type="text"/> COUNT OFF Count, Off Right, Face Count, Off	<input style="width: 50px; height: 20px;" type="text"/> DRESS & COVER Dress Right, Dress Ready, Front About, Face Dress Left, Dress Ready, Front About, Face	
<input style="width: 50px; height: 20px;" type="text"/> Total Stationary Movements/Inspection		<input style="width: 50px; height: 20px;" type="text"/> Total Marching Movements
Judge:		GRAND TOTAL <input style="width: 50px; height: 20px; border: 2px solid black;" type="text"/>

ATTACHMENT 6
COMMAND SEQUENCE-SQUADRON FORMATION

The squadron formation is conducted each morning or other occasions as necessary. During morning physical training it will only go as far as the report to the first sergeant. (Cadet officers WILL be present.)

The formation is conducted as follows:

a. First sergeant commands **“FALL IN”**. Flight sergeants will already have their flights positioned at attention at a predetermined spot. In this position, all flights guide off the base flight. (The base flight is at the extreme right of the formation.)

b. The first flight sergeant (the flight sergeant for the base flight) will command **“REPORT”**. The other flight sergeant(s) command **“REPORT”** in sequence (with a two count pause between each flight) from the formation’s right to left.

c. The flight element leaders report in accordance with the Drill & Ceremonies Manual (AFMAN 36-2203), paragraph 5-3d.

d. After each flight sergeant has received the report from his flight, he faces about.

e. The first sergeant then commands **“REPORT”**. Flight sergeants reply in succession from the formation’s right to left. They will report in accordance with Drill & Ceremonies Manual (AFMAN 36-2203), paragraph 5-3e.

f. The first sergeant then commands **POST**. At this time, all flight sergeants face about simultaneously and take the most direct route to their posts behind the flights. At the same time, the flight commanders move from the right rear of the flight to a position to the immediate right of the flight guide (or first element leader if no guide is present).

g. The squadron commander marches to his post and receives the report from the first sergeant after which the first sergeant automatically takes his post behind and to the left of the squadron, taking the most direct route and marching at adjutant’s pace. The squadron guidon bearer (if used) assumes his position with the squadron commander. He/she faces forward and executes commands with the rest of the squadron. There is no need to **“Change Post, MARCH”** when the squadron commander faces the squadron.

h. As soon as the first sergeant leaves to take his post, the flight commanders in unison post themselves six paces and centered in front of their flights, marching at quick time, taking the most direct route.

i. While in this formation flight commanders may give any supplementary commands by calling them over their right shoulder.

j. If the squadron commander gives any directional commands (**“GIVE YOUR FLIGHTS PARADE REST”**), the flight commanders come to attention (if necessary), face about simultaneously, and give the command in flight order (from formation’s right to left) (Please note that the flight commanders do NOT salute the squadron commander before facing about.) After the flight commanders give their commands, they face about and execute the command themselves, if appropriate.

k. At the conclusion of this ceremony, the squadron commander commands **“FLIGHT COMMANDERS, TAKE CHARGE OF YOUR FLIGHTS”**. At this command, the flight commanders salute the squadron commander. The squadron commander returns the salute, faces right, and leaves the field.

l. When the squadron commander has left the field, the flight commanders face about and carry out their duties.

m. If the Squadron Commander directs the flight commanders to join him/her, **“Flight Commanders, FRONT & CENTER”**, the flight Sergeant takes a position 3 paces in front of and centered on the flight.

n. If the formation is for reveille, the squadron commander puts the squadron at parade rest. At the appropriate time, the commander directs **“SOUND REVEILLE”** (this does not happen if the music is centrally played on base). After reveille has been played, the commander commands **“GIVE YOUR SQUADRONS ATTENTION AND PRESENT ARMS”**. The commander and staff then face the flag (or music) and execute present arms.

o. At the conclusion of the National Anthem or To The Colors, the commander directs **“GIVE YOUR SQUADRONS ORDER ARMS”** and continues the formation. See paragraph 5k.

ATTACHMENT 7

GROUP FORMATION - COMMAND SEQUENCE

The group formation is normally conducted before the evening meal. It is conducted in the following manner:

a. Flights will position themselves in the predetermined area, with flight sergeants posted in front of their flights, and first sergeants posted in front of their squadrons. All flights guide off of the base flight. (The base flight is at the formation's extreme right.) Unit commanders (with the exception of the group commander and his staff) position themselves to the right rear of their units. The group commander and his staff position themselves at the intersection of a line 18 paces in front of the formation and on a line along the left edge of the formation.

b. When all personnel in a unit are in position, the NCO in charge of that unit will face forward (toward the Sergeant Major).

c. When all squadron first sergeants are facing forward and the group staff is in position, the sergeant major commands **"FALL IN"**.

d. All NCO's except the sergeant major face about.

e. Starting from right most flight in each squadron, the flight sergeant commands **"REPORT"**. Following a two count pause, the next flight sergeant commands **"REPORT"** and so on through the squadron.

f. The element leaders report in sequence from first through last elements. The flight element leaders report in accordance with the Drill & Ceremonies Manual (AFMAN 36-2203), paragraph 5-3d. After receiving all reports from his flight, the flight sergeant faces about.

g. When all of the flight sergeants have faced about in his squadron, that first sergeant commands **"REPORT"**. The flight sergeants report in sequence from right to left. They will report in accordance with Drill & Ceremonies Manual (AFMAN 36-2203), paragraph 5-3e.

h. When all of the flights in his squadron have reported, the first sergeant faces about.

i. When all of squadron first sergeants have faced about, the sergeant major commands **"REPORT"**.

j. First sergeants report in sequence from right to left. Reports include the Cadet Training Group Number (**"THE 104TH CADET TRAINING SQUADRON REPORTS..."**).

k. When all squadrons have reported, the sergeant major

commands **"POST"**. At this time, all NCO's face about and move by the most direct route to their posts behind and to the left of their units.

l. The adjutant marches out to receive the report.

m. The sergeant major salutes the adjutant and states **"Sir/Ma'am, ALL PRESENT"**. When the adjutant drops his salute, the sergeant major faces about without command and proceeds by the most direct route and at adjutant's pace to his post at the left rear of the group.

n. When the sergeant major drops his salute, the unit commanders march in quick time and in unison into their positions (flight commanders, 6 paces and centered in front of their units; squadron commanders, 12 paces and centered in front of their squadrons.) If used, guidon bearers accompany the squadron commanders into their positions.

o. The adjutant commands **"GIVE YOUR SQUADRONS PRESENT ARMS"**. Squadron commanders face about simultaneously and give the commands from right to left waiting for the squadron commander before him to give the preparatory command. Flight commanders echo supplementary commands over their right shoulder.

p. Once the last squadron commander has given the command, they face about, and execute the command.

q. The group commander and deputy group commander march out to join the adjutant, such that the group commander is 18 paces from the front rank of flights and the deputy is 2 15" paces to his/her left and 1 pace to behind. They march to a position so that the group commander is centered on the adjutant, halt, and face the adjutant.

r. The adjutant salutes and reports **"Sir/Ma'am, All Present"**. The group commander returns quietly directs "Take Your Post". The adjutant posts 1 pace behind and 1 15" paces to the left of the group command facing the flights.

s. The group commander directs **"GIVE YOUR SQUADRONS ORDER ARMS"**. Squadron commanders come to attention, face about, and command **"ORDER, Arms"** and face about.

t. The group commander directs **"PUBLISH THE ORDERS"**. The adjutant posts in front of the group commander, facing the flights, and publishes the orders of the day. When done, he/she faces about and marches back to his/her post.

u. The group commander directs **"GIVE YOUR UNITS PARADE REST"**. Squadron commanders come to atten-

tion, face about, and command **“PARADE, Rest”** and face about. The group commander quietly commands, **“CHANGE POST, March”** and the group staff execute the movement. The group commander quietly commands, **“PARADE, Rest”** and the group staff then assumes the position. The group commander then commands **“SOUND RETREAT”**. Retreat is played. When the music has finished, the group commander faces about and commands **“GIVE YOUR SQUADRONS PRESENT ARMS”**. As soon as the troops execute present arms, the group commander faces to the front and also assumes present arms. The member of the flag security detail execute present arms. At this point, ‘To The Colors’ is played. The junior members of the flag security detail lower the flag slowly and with dignity.

v. The group commander executes order arms when the last note of the music is played and the flag has been securely grasped. The group commander faces about and commands **“GIVE YOUR SQUADRONS ORDER ARMS”**. Squadron commanders come to attention, face about, and command **“ORDER, Arms”** and face about. The group commander then commands **“TAKE CHARGE OF YOUR SQUADRONS”**. The squadron commanders salute and the group commander returns the salute and directs the group staff to face right/left and then marches the staff off the field.

ATTACHMENT 8 COMMAND SEQUENCE-PARADE CEREMONY GROUP LEVEL ENCAMPMENTS

In this document, the right side of the formation is the side to the units’ right. That is the left side as seen from the reviewing stand when facing the formation. Commands in parentheses are the echoed commands from subordinate commanders.

I. ASSEMBLY

Cadets and staff position themselves at parade rest on the ready line. The Adjutant takes a position on the final line six paces to the right of the extreme right unit. Appropriate march music is played as the units march into position. The color guard is in the center of the formation and is made up of the 1st Sergeants and Sergeant Major.

II. THE MARCH ON

Band: Plays Attention on cue from reviewing stand (optional)

Upon the playing of Attention, or if Attention is not used, when the units are ready, the adjutant comes to attention and commands:

Adjutant: **“SOUND ADJUTANT’S CALL”**

Band plays Adjutant’s Call and follows immediately with a march.

At the first note of Adjutant’s Call, Squadron Commanders come to attention, face about, and from right to left command:

Squadron Commander: **“Squadron (Flight), ATTENTION”**

At the first note of the march music, Squadron Commander command:

Squadron Commander: **“GUIDES ONLINE”**

At this command Guides double time from the ready line to the final line come to attention and execute a right face

When all guides are on line, the Squadron Commanders command:

Squadron Commander: **“Forward (Forward), MARCH”**.

The squadron marches forward while the Squadron Commander marches backwards.

Group Commander and staff march to position while the squadrons are coming up to the final line.

The first element leader in each flight marches forward with the flight until his right shoulder is centered on the his guide’s left shoulder. The flight then marks time. Second, third, and fourth element leaders should be guiding off of the base flight of the formation (the one to the extreme right).

When all flights are at the final line, the squadron commanders from right to left, command:

Squadron Commander: **“Squadron (Flight) HALT”**

When all the flights have halted, the Squadron Commander's from right to left, command:

Squadron Commander: **"DRESS FLIGHTS TO THE RIGHT"**

The Flight Commanders face about (toward their units) and command:

Flight Commander: **"Dress Right, DRESS"**

The Flight Commanders then check the alignment by moving along the line of element leaders. They check alignment by facing down the line of the element and side step left and right. When all their elements have been checked, they return to their positions facing the flight and command:

Flight Commander: **"Ready, FRONT"**

The Flight Commander's face about (toward the reviewing stand).

The Squadron Commander's face about. (toward the reviewing stand)

While the last Flight Commanders assume positions in front of their flights (after aligning them) the Adjutant, (at adjutant's pace) moves from the final line to position in front of the group staff, faces about and commands:

Adjutant: **"Guides, POST"** (The word "Guides" is extended)

The Guides take one pace forward, halt, and execute left face.

Adjutant: **"GIVE YOUR SQUADRONS PARADE REST"**

The Squadron Commanders face about and commands **"Parade (Parade), REST"**, when the movement is complete the Squadron Commanders face about.

Adjutant: **"In place, SOUND OFF"** Band plays Sound Off

III. PRESENTING THE COMMAND

Adjutant: **"GIVE YOUR SQUADRON ATTENTION"**

The Squadron Commanders face about and commands **"Squadron (Flight), ATTENTION"**, when the movement is complete the Squadron Commanders face about.

Adjutant: **"GIVE YOUR SQUADRONS PRESENT ARMS"**

The Squadron Commanders face about and commands **"Present (Present), ARMS"**, when the movement is complete the Squadron Commanders face about.

The Adjutant faces about (toward the Group Commander), salutes and says:

Adjutant: **"Sir/Ma'am, THE PARADE IS FORMED"**

The Group Commander returns the salute and says (to the Adjutant):

tant):

Group Commander: **"TAKE YOUR POST"**

Both Group Commander and Adjutant drop their salutes and the Adjutant takes his post behind the Group Commander.

Group Commander: **"GIVE YOUR SQUADRONS, ORDER ARMS"**

The Squadron Commanders face about and commands **"Order (Order), ARMS"**, when the movement is complete the Squadron Commanders face about.

Over his shoulder to the Adjutant the Group Commander says:

Group Commander: **"RECEIVE THE REPORT"**

The Adjutant marches to his previous position in front of the Group Commander facing the formation and commands:

Adjutant: **"REPORT"**

Squadron Commander from right to left, salute and say:

Squadron Commander: **"Sir/Ma'am, _____ CTS, all present or accounted for"**

After returning the Squadron Commander salutes, the Adjutant faces about, salutes the Group Commander and says:

Adjutant: **"Sir/Ma'am, ALL PRESENT"**

The Group Commander returns the salute and says:

Group Commander: **"PUBLISH THE ORDERS"**

IV. ORDERS AND OFFICERS CENTER

The Adjutant faces about and commands:

Adjutant: **"Attention to orders..."**

The Adjutant then repeats the orders of the day to the formation. At the end of the orders, the Adjutant commands:

Adjutant: **"Officers, (pause) Center, (pause) MARCH"**

At the command "Officers", officers and guidion bearers take two paces forward. At the command "Center", they face toward center of the formation (toward the color guard). At the command "March" the band plays a march. When the Flight Commander marches away from his flight, the Flight Sergeant. Assumes his position three paces in front of the flight. When the Officers and guides reach the center of the formation, they halt. When the end flight commander from the right (left) side of the formation halts he says:

Flight Commander: **"Sir/Ma'am, All in from the right (left)"**

The senior Squadron Commander then commands:

Senior Squadron Commander: **“POST”**

At the command “Post” the officers and guides face the reviewing stand.

Senior Squadron Commander: **“Forward, MARCH”**

At the command “Forward, March” officers and guides march forward. Six paces in front of Group Commander, the Senior Squadron Commander commands:

Senior Squadron Commander: **“Officers, HALT”**

The music stops and the detachment halts and presents arms. This is a four count movement. The counts are described below:

First count: This is one beat after “Halt” and is simply a forward step in preparation for a normal halt movement.

Second count: This is two beats after “Halt” and is when the feet are brought together as in a normal halt movement.

Third count: The officers execute Present arms and the guides perform the first step of Present arms, that is, raising the guidons vertically.

Fourth count: The officers hold their salutes, and the guides pivot their guidons down into their final present arms position.

The Group Commander returns the salute and commands:

Group Commander: **“Order, ARMS”**

At “Order” the guidons are raised to vertical, At “Arms” the officer’s salutes are dropped and the guidons are lowered to carry position.

Group Commander: **“Officers, Post, (Pause) MARCH”**

At the command “Post”, the detachment faces about. At the command “March” they march toward the formation. The band begins at the command “March”.

When the detachment approaches their previous position at the center of the formation, the Senior Squadron Commander commands:

Senior Squadron Commander: **“Officers, HALT. (pause) Post, MARCH”**

The detachment halts upon command. At the command “Post”, the officers and guides face about towards their units. At the command “March” Flight Commander and Guide pairs step off in four count sequences. That is, the farthest left and right flight commander and guide pairs step off immediately, followed four counts later by the next pairs and so on. Squadron Commander and Guidon bearers step off with the Flight Commander closest to the center of their squadron.

When a Flight Commander is back in his position, his Flight Sergeant returns to his position behind the flight by the most direct route.

The music halts when all Flight Commanders are back in position. The Group Commander then commands:

Group Commander: **“GIVE YOUR SQUADRONS, PRESENT ARMS”**

The Squadron Commanders face about and commands **“Present (Present), ARMS”**, when the movement is complete the Squadron Commanders face about.

The formation executes present arms. To staff, the Group Commander commands:

Group Commander: **“Change Post, MARCH”**

The group staff changes post and faces about. The Group Commander then commands to the staff:

Group Commander: **“Present, ARMS”**

The Group Commander then addresses the reviewing officer and salutes:

Group Commander: **“Sir/Ma’am, I present the Command”**

The reviewing officer returns the salute. The Group Commander drops his salute, turns his head over his right shoulder, commands to his staff:

Group Commander: **“Order, ARMS. Change Post, MARCH”**

The Group Staff drops their salutes and changes post. When the Group Commander and staff are facing the formation, the Group Commander commands:

Group Commander: **“GIVE YOUR SQUADRONS ORDER ARMS”**

The Squadron Commanders face about and commands **“Order (Order), ARMS”**, when the movement is complete the Squadron Commanders face about.

Group Commander: **“GIVE YOUR SQUADRONS PARADE REST”**

Squadron Commander: **“Parade (Parade), REST”**

Group Commander: **“Change Post, MARCH”** (to his staff)

V. INSPECTION

The Group staff change post. The Group Commander and staff are now at attention facing the reviewing officer. The Group Commander salutes and says:

Group Commander: **“Sir/Ma’am, THE GROUP IS READY FOR INSPECTION”**

The Reviewing Officer may return the salute or just start down off the reviewing stand accompanied by the Encampment Commander.

The Group Commander drops his salute and comes forward to accompany him on the inspection. As the reviewing party starts to move out, the band plays appropriate music. As soon as the Group Commander and Reviewing Officer move off to the line, the Group Staff assumes parade rest.

The inspecting party, made up of the Group Commander, Encampment Commander, and reviewing officer move toward the right flank of the formation, then pass in front of the formation on a line 9 paces in front of the final line. This places them between the Squadron Commanders and Flight Commanders. It's necessary that when the reviewing party crosses the line of squadron commanders (12 paces in front of formation), the Squadron Commanders face about.. Guidon bearers remain facing forward..

The Group Commander marches to the left and one pace behind the Reviewing Officer with the Encampment Commander to the reviewing officer's right.

As the party approaches within 6 paces of a squadron the commander commands:

Squadron Commander: **"Squadron (Flight), ATTENTION. Eyes (Eyes), RIGHT"** Squadron Commanders and Squadron Guidon bearers remain at attention

The Flights perform eyes right (Flight Commanders salute/Flight Guides execute Present Guidon) and follow the party until they are in front of the flight then maintain eyes forward. When the party has gone on to the next unit, the Squadron Commander Commands:

Squadron Commander: **"Order, ARMS"** directed to Flight Commanders and Flight Guides.

Squadron Commander: **"Parade (Parade), REST"**

The party passes in front of the formation, saluting the colors of the color guard. They move around the left flank of the formation and pass down the back of the units. As the party approaches the rear of a unit, the Squadron Commander Commands:

Squadron Commander: **"Squadron (Flight), ATTENTION"**

As the party passes beyond the unit, the Squadron commander commands:

Squadron Commander: **"Parade (Parade), REST"**

The Squadron Commander faces about (toward the reviewing stand) and assumes Parade Rest..

When the party starts back to the reviewing stand after passing behind the formation, the music stops. As the Group Commander approaches their position, the Group Staff comes to Attention.

VII. AWARDS

Upon returning to the reviewing stand, the reviewing officer and Group Commander resume their positions and the Reviewing

Officer says to the Group Commander:

Reviewing Officer: **"Have the persons to receive awards come forward"**

Group Commander: **"Change Post, MARCH" (to the staff)**

When the staff has changed post and the Group Commander is facing the formation, the Group Commander commands:

Group Commander: **"Give your Squadrons Attention". "Persons to receive awards and colors (pause), Center (pause), MARCH"**

At the command "...colors", the Flight Commanders for flights that are receiving awards take two paces forward. The guides for those flights march forward to a position next to their Flight Commanders. Individuals (Honor Cadet Etc.) also march forward to a position eight paces in front of their flights.

On the command "Center" the group staff faces right. The award receivers face toward the center of the formation.

On the command "March", the group staff and awards detachment both step off. March music is played. The group staff marches off to the side enough to be out of the way and halts. The Awards detachment marches to the center of the formation and halts. Again, if a Flight Commander leaves his post, the Flight Sergeant takes the normal Flight Sergeant position in front of the flight.

The Color Guard joins the detachment by moving up to a position three paces behind the line of awards receivers. They move to this position by command of their team commander.

The Group Commander marches to 6 paces in front of the detachment. If necessary, he gives commands to have all members of the detachment facing the reviewing stand. He faces about (toward the reviewing stand) and commands over his right shoulder:

Group Commander: **"Detachment, Forward, MARCH"**

When the detachment is in the same position as the group staff was, the Group Commander commands:

Group Commander: **"Detachment, HALT"**

Music stops

The Group Commander salutes the reviewing officer and says:

Group Commander: **"Sir/Ma'am, the persons to receive awards and the colors are present"**

Reviewing officer returns the salute and says:

Reviewing Officer: **"PRESENT THE COMMAND"**

The Group Commander marches to their position with the Group Staff and commands to the formation:

Group Commander: **"GIVE YOURSQUADRONS PRESENT"**

ARMS”

Squadron Commander: **“Present (Present), ARMS”**

To the detachment, the Group Commander commands:

Group Commander: **“Detachment, Present, ARMS”**

The Group Commander faces about (toward the reviewing stand) and salutes.

The band plays the National Anthem. (If there are visiting cadets from other countries, their national anthem is played before the Star Spangled Banner.)

At the conclusion of the anthem(s), the Group Commander commands:

Group Commander: **“Detachment, Order, ARMS”**

The Group Commander face about and commands:

Group Commander: **“GIVE YOUR SQUADRONS ORDER ARMS”**

Squadron Commander: **“Order (Order), ARMS”**

Group Commander: **“GIVE YOUR SQUADRONS PARADE REST”**

Squadron Commander: **“Parade (Parade), REST”**

The reviewing officer leaves the platform and makes the presentations.

After the awards have been presented, the Group Commander takes his position with the Group Staff, faces the formation and commands:

Group Commander: **“GIVE YOUR SQUADRONS ATTENTION”**

Squadron Commander: **“Squadron (Flight), ATTENTION”**

The Group Commander commands the detachment to face about (music begins at this point) and forward march. He escorts them back to the position in the center of the formation. He gives whatever commands necessary to face them back in their correct directions and has them march back to their units. The music stops when all persons are back with their units.

The group staff returns to their position in front of the reviewing stand by the commands of the adjutant.

VII. REVIEW

The Group Commander returns to his position with the Group Staff.

The reviewing officer commands to the Group Commander:

Reviewing Officer: **“MARCH THE COMMAND IN RE-**

VIEW”

Group Commander: **“Change Post, MARCH”** (to the staff)

When the Group Staff is facing the formation the Group Commander commands:

Group Commander: **“PASS IN REVIEW”**

March music is played

Squadron Commander: **“Right (Right), FACE”. “Forward (Forward), MARCH”**

The group staff then marches to intercept the line of March and precedes the first unit in the parade.

Music continues until all units have passed off the field.

(Optional) The Air Force Song is played as soon as the last unit passes off the field.

ATTACHMENT 9
ENCAMPMENT EQUIPMENT CHECKLIST

ENCAMPMENT EQUIPMENT CHECKLIST			
Use this list to prepare for encampment. The uniform/equipment requirements are the MINIMUMS (unless otherwise stated), please do not attend encampment without the quantities outlined below. All of your items MUST be marked with your last name. Uniform and under shirts should be marked on the shirt tail, underpants should be marked on the waist band, uniform pants should be marked on the product label. YOU WILL NOT HAVE AN OPPORTUNITY TO PURCHASE UNIFORM ITEMS AT ENCAMPMENT. Ref: CAPM 39-1. Place a check mark in the box next to each item as you prepare for encampment.			
UNIFORM ITEMS - MANDATORY			PERSONAL ITEMS - MANDATORY
✓	Quantity	Description	✓ Description
	2 Each	Shirt, Fatigue (BDU), Woodland Camouflage wing patch, nametape, CAP tape affixed	Deodorant
	1 Each	Trousers, Fatigue (BDU), Woodland Camouflage	Toothbrush
	6 Each	T-Shirt, Black, Crew Neck	Toothpaste/Mouthwash
	1 Each	Utility Cover, Home Unit	Bath Soap (Must be in container)
	1 Each	Web Belt, Dark Blue, with black buckle/tip	Comb/Brush
	6 Pair	Boot Socks, Black or White, Heavy (For wear with high-top boots)	Shampoo
	1 Pair	Boots, Black, Military Issue, High-Top Grn/Blk Fabric Sides-OK / WELL BROKEN IN	Razor w/ Shaving Cream or Electric Razor
	2 Each	Shirt/Overblouse, Light Blue, shade 1550, with wing patch affixed	Shower Shoes
	1 Each	Trousers/Slacks, Dark Blue, shade 1549 or 1578	Wash Cloth, White
	4 Each	T-Shirt, White, V-Neck	Bath Towel, White
	1 Each	Flight Cap, Dark Blue, shade 1620, with insignia	Femine Hygiene Products - <i>Female</i>
	1 Each	Web Belt, Dark Blue, with silver buckle/tip	Sunscreen/SPF8 or Higher
	6 Pair	Dress Socks, Black, Plain - <i>Male</i>	Laundry Bag
	4 Pair	Nylons, Neutral Shade or Trouser Socks, Black, Plain - <i>Female</i>	Ruler, Flat, 18 inch
	1 Pair	Shoes, Black, Leather, Low Quarters WELL BROKEN IN - <i>Male</i>	Flashlight with 2 sets of batteries
	1 Pair	Oxford, Black, Plain Toe WELL BROKEN IN - <i>Female</i>	Shoe Shine Kit (Polish, Brush, Rag)
	1 Pair	Blousing Bands (For use with Fatigue Uniform BDU)	Clothes Hangers - 5 each
	1 Set	CAP uniform insignia (Cut-Outs, Nameplate, Ribbons, Grade Insignia and Cardboard)	Sewing Kit (Thread, Needle, Buttons)
	1 Each	Gym Shorts, Blue	Notebook Paper/Ballpoint Pens (bring three)
	1 Pair	Gym Shoes or Tennis shoes or Running shoes	Cadet Programs Binder/Phase 1 Books
	4 Pair	Gym Socks, White	Current CAP Membership Card
	1 Each	Athletic Supporter - <i>Male</i>	
	1 Each	Jacket , Civilian or Military, Warm, Dark Color	
UNIFORM ITEMS - OPTIONAL			PERSONAL ITEMS - OPTIONAL
	1 Each	Sweater, Pullover, Dark Blue, shade 1594, with wing patch affixed	Small Camera (2 rolls of film)
	1 Each	Jacket, Dark Blue, Lightweight, shade 1605, with wing patch affixed	Iron
	1 Each	Jacket, Field, (BDU), Woodland Camouflage, wing patch, nametape, CAP tape affixed	Spray Starch/Fabric Finish
	1 Each	Tie, Dark Blue, USAF issue - <i>Male</i>	Foot Powder
	1 Each	Tab, Overblouse, Dark Blue, USAF issue - <i>Female</i>	Hair Dryer/Hair Spray/Hair Gel
PERSONAL CLOTHING			Canteen with Web
	6-10 Each	Underwear (Briefs, Boxers or Panties as appropriate)	Bathrobe
	3 Each	Bras - <i>Female</i>	Wrist Watch
	1 Each	Swim Suit	Shower Cap - <i>Female</i>
	1 Each	Slip (Optional) - <i>Female</i>	Hairpins/Rubberbands (Required for long hair) - <i>Female</i>
	1 Each	Party Dress w/ appropriate accessories (Optional) - <i>Female</i>	Makeup (minimal) - <i>Female</i>
	1 Set	Civilian Clothes	
Please double-check to insure that you have properly packed everything that you checked on this list.			

**ATTACHMENT 10
PROPERTY RECEIPT**

PROPERTY RECEIPT		ENCAMPMENT
Originating Date:		
Date:	Flight:	Squadron:
List of Property held by Tactical Officer (including amount of Cash)		
Tactical Officer's Signature		

CAWG Form 155 1 June 98

**ATTACHMENT 11
CADET ACTIVITY RELEASE FORM**

Cadet Activity Release Form	
ACTIVITY	
CADET (Last, First, MI)	
TRAVEL MODE	
<input type="checkbox"/> PRIVATE VEHICLE	<input type="checkbox"/> BUS/TRAIN/AIRLINE
<input type="checkbox"/> CAP/USAF VEHICLE	<input type="checkbox"/> OTHER_____
RELEASED BY: (Print Name)	
RELEASED TO: (Print Name)	
DATE:	TIME:

CAWG Form 151 1 June 98

ATTACHMENT 12
DAILY FLIGHT PLAN

DAILY FLIGHT PLAN			ENCAMPMENT
Flight:	Squadron:	Prepared By:	Today's Date:
<p>INSTRUCTIONS: Flight Training Activity (FTA) time is set aside on the daily block schedule to use as the Flight Training Staff sees fit. Use this form to plan that time and make it as productive as possible. This plan is prepared by the Flight Commander, reviewed by the Squadron Commander and briefed to the Flight Tactical Officer. It should be completed prior to the evening Squadron Training Meeting and discussed during that meeting.</p>			
This Daily Flight Plan is for (Day):			FTA time available (Block Schedule):
<p>Achieved objectives (What have we accomplished today?):</p>			
<p>Objectives NOT achieved (What did we plan for but did not get done?):</p>			
<p>Plan to accomplish missed objectives (What are we going to do to meet the goals the flight has missed?):</p>			
<p>Tomorrows objectives (What training are we going to accomplish?):</p>			
Breakdown of tomorrow's FTA time			
From	To	Activity	Time Breakdown
REVIEWED BY:			

ATTACHMENT 13
ENCAMPMENT SCHEDULE CHANGE FORM

SCHEDULE CHANGE NOTICE						ENCAMPMENT	
Originating Date:	Originating Time:	Originator:				Schedule Change Number:	
<p>The following change is made to the Training Schedule for _____.</p> <p style="text-align: right;">Day of the week/Date</p>							
<p>Description of Schedule Changes:</p>							
<p>Remarks:</p>							
Authorized By:				Approved By:			
<p>Please acknowledge that you have received and understand this authorized schedule change by initialing the appropriate box below. When the Cadet Training Squadron Commander has made sure that this form is complete, it must be returned to Encampment Headquarters.</p>							
____ Cadet Training Sqdn		____ Cadet Training Sqdn		____ Cadet Training Sqdn		Cadet Training Group Staff	
CTS Commander		CTS Commander		CTS Commander		CTG Commander	
First Sergeant		First Sergeant		First Sergeant		CTG Deputy Commander	
____ Flight Commander		____ Flight Commander		____ Flight Commander		CTG Executive Officer	
____ Flight Tactical Officer		____ Flight Tactical Officer		____ Flight Tactical Officer			
____ Flight Commander		____ Flight Commander		____ Flight Commander			
____ Flight Tactical Officer		____ Flight Tactical Officer		____ Flight Tactical Officer			
____ Flight Commander		____ Flight Commander		____ Flight Commander		Encampment Staff	
____ Flight Tactical Officer		____ Flight Tactical Officer		____ Flight Tactical Officer		Chief Tactical Officer	
____ Flight Commander		____ Flight Commander		____ Flight Commander		Enc Executive Officer	
____ Flight Tactical Officer		____ Flight Tactical Officer		____ Flight Tactical Officer		Commandant of Cadets	
						Encampment Commander	

ATTACHMENT 14
DAILY INDIVIDUAL QUARTERS INSPECTION FORM

DAILY INDIVIDUAL QUARTERS INSPECTION RECORD										ENCAMPMENT	
Cadet's Name						Flight:		Squadron:			
CHECK ALL DISCREPANCIES	Date ⇨										
CLOSET/DRESSER											
Clothing unbuttoned/un-zippered											
Button missing											
Shelf items improperly displayed											
Left sleeve not facing out											
Trousers fly not facing out/left											
Floor items improperly displayed											
Unauthorized items in closet											
Drawers improperly arranged											
Dirty items in drawers											
Items folded improperly											
Unauthorized items in drawers											
BEDS/FOOTWEAR											
Improperly aligned											
Linen not clean											
Military corners improperly made											
White collar improperly made											
Bedding wrinkled/improperly made											
Towel/washcloth improperly displayed											
Shoes/Boots not shined											
Shoes improperly aligned/displayed											
ROOM (Discrepancies apply to all occupants)											
Floors not clean											
Furniture dusty/dirty											
Furniture improperly arranged/spaced											
Windows dirty											
Blinds dusty/dirty											
Blind improperly positioned											
Wastebasket dirty											
Mirror dirty											
Name tags missing/improper											
Unauthorized items in room											
ADDITIONAL ITEMS (Write in)											
INSPECTOR'S INITIALS ⇨											
Notes:											

ATTACHMENT 15

BASIC CADET COMPLETION CONTRACT

The Cadet Training Group

California Wing - Civil Air Patrol
Auxiliary of the United States Air Force

BASIC CADET ENCAMPMENT CONTRACT

- During the encampment, I will participate actively in all training activities, consistently performing to the highest standards for Civil Air Patrol Cadets.
- During the encampment, I will consistently practice Civil Air Patrol and United States Air Force established customs and courtesies to a very high degree.
- During the encampment, I will wear the Civil Air Patrol uniform in accordance with CAP Manual 39-1 in a constant state of readiness for inspection.
- During the encampment, I will maintain my quarters and personal gear in accordance with the Cadet Standard Operating Procedures and any Supplements. My quarters and gear will be in a constant state of readiness for inspection.
- During the encampment, I will accept and complete all academic assignments in a timely, correct and concise manner.
- By the conclusion of the encampment, I will be able to demonstrate satisfactory performance of basic drill movements.
- By the conclusion of the encampment, I will be able to perform as part of a team, cooperating with and supporting other members of the team.

PERSONAL COMMITMENT

I have read all of the above encampment training objectives and have had them explained to me. I understand what is expected of me at encampment and agree to extend every personal effort to achieve these objectives while I am a participating member of the Cadet Training Group.

Cadet's Name (Printed): _____ Flight: _____

Cadet's Signature: _____ Date: _____

CAP Serial Number: _____ Encampment Location: _____

APPROVED

CTG Commander's Signature _____ Date: _____

ATTACHMENT 16
BASIC CADET PERFORMANCE EVALUATION

PERFORMANCE EVALUATION		ENCAMPMENT	
LAST NAME, FIRST, MI		Encampment Flight Assignment	Cadet's Home Unit No.
Cadet's Home Unit Charter No.			
INSTRUCTIONS: This form is to be completed on each cadet prior to the conclusion of encampment. The briefing of the form and its contents should occur on the first training day. The evaluation process should include all of the flight training staff. Mark the appropriate box in each category. Underline applicable remarks from any column. Complete the evaluation in duplicate. Distribution: 1 each to the cadet, 1 each mailed to the cadet's home unit.			
	NEEDS IMPROVEMENT	SATISFACTORY FOR ENCAMPMENT	OUTSTANDING
APPEARANCE	<input type="checkbox"/> Uniform not maintained properly. Often wrinkled. Often dirty. Shoes need more work. Hair does not meet CAPM 39-1 standards. Insignia improperly worn.	<input type="checkbox"/> Uniform neat, clean, properly worn. Clean shaven. Hair cut meets CAPM 39-1 standards. Shoes shined to high gloss. Insignia worn properly.	<input type="checkbox"/> Uniform needs no improvement. Appearance is always clean shaven and hair well groomed. Shoes are spit shined. Displays excellent military bearing.
COURTESY	<input type="checkbox"/> Needs better understanding of CAP/USAF customs and courtesies. Manners need improvement.	<input type="checkbox"/> Uses CAP/USAF customs & courtesies properly. Exhibits good manners.	<input type="checkbox"/> Has mastered CAP/USAF customs & courtesies. Always uses good manners.
DRILL & CEREMONIES	<input type="checkbox"/> Needs better understanding of drill terms & movements. Needs to practice drill movements.	<input type="checkbox"/> Has basic knowledge of drill terms. Able to perform most movements in AFMAN 36-2203.	<input type="checkbox"/> Has a good understanding of AFMAN 36-2203. Performs drill movements without error.
ATTITUDES	<input type="checkbox"/> Rarely takes duties seriously. Shows little attention to detail. Shows little respect for authority. Has trouble following orders. Sometimes pessimistic.	<input type="checkbox"/> Takes duties seriously, attentive, strives for improvement. Has interest in duties assigned. Willing to perform most tasks.	<input type="checkbox"/> Takes duties seriously and enthusiastically. Is careful & precise. Follows all orders to the letter. Always cheerful & optimistic.
GROUP	<input type="checkbox"/> Needs to work better with others. Sometimes uncooperative. Needs to gain the respect of peers.	<input type="checkbox"/> Mixes well with others. Willing to do his share to help group reach goals. Has respect of peers.	<input type="checkbox"/> Leads the group. Always willing to cooperate. Has the respect & support of peers.
INITIATIVE	<input type="checkbox"/> Needs extensive instruction in most duties. Has trouble understanding leadership concepts. Lacks drive to excel.	<input type="checkbox"/> Performs duties with minimum of instruction. Thinks independently. Has good understanding of leadership concepts. Possesses drive.	<input type="checkbox"/> Performs duties without being asked. Thinks independently. Resourceful. Has the drive to exceed the set standards.
REMARKS:			
FLIGHT COMMANDER'S SIGNATURE		FLIGHT TACTICAL OFFICER'S SIGNATURE	

ATTACHMENT 17
CADET STAFF CONTRACT FOR TEMPORARY GRADE



STATEMENT OF UNDERSTANDING
BETWEEN
CALIFORNIA WING CADET PROGRAMS
AND

Cadet: _____ CAPSN: _____

Encampment Position: _____ Temporary Grade: _____

I understand that I have been offered a cadet staff position with the California Wing Cadet Training Group for the duration of the Cadet Encampment to be held at _____ 199__ to _____ 199__.

I further understand that the position may involve my temporary demotion or demotion in grade for the duration of the encampment and absolutely no longer. I understand that I will not hold the temporary grade being offered for the encampment position either before or after the encampment. If a demotion is required for the cadet staff position, I understand that, in no way, is a demotion a form of punishment, discrimination, or negative reflection upon me without reservation.

I have read and understand this document and agree with its content.

Signed this date: _____ Cadet's Signature: _____

CTG Commander's Signature: _____

Encampment Commander's Signature: _____

ATTACHMENT 18
WHITE GLOVE HISTORY

Throughout history, gloves have been used for many functions. The obvious use for gloves is for protection of hands from injury or weather. In ancient times the use of gloves was restricted to the nobility because of cost.

When armored riders went into battle on horseback, armored gloves with long cuffs were worn. These gloves were known as "gauntlets". The procedure for initiating a duel or personal combat was to either strike the opponent with the gauntlet or to throw the gauntlet on the ground. Even today, the expression "throw down the gauntlet" signifies the issuing of a challenge.

Gauntlets were modified over the centuries. White gauntlets made of cloth and leather are still worn by members of police forces throughout the world for visibility when directing traffic.

In the Byzantine empire, a type of cuff became associated with Imperial office. This cuff survives today in the form of a cuff known as "epimanikia" awarded to deacons, priests and bishops of Byzantine rite churches.

Aside from their practical use, gloves gradually assumed a ceremonial use. By wearing gloves a military unit could achieve a uniform appearance and disguise tattoos, injuries, missing fingers etc. European armies sometimes required the wear of gloves with everyday uniforms as well as with dress uniforms. In the United States, the military gloves tended toward practical uses. White ceremonial gloves were usually used by honor guards, color guards, funeral details etc. In the modern day armed forces this is still the case, with non-ceremonial gloves issued to flyers, work crews or for cold weather use.

The use of gloves for inspection purposes probably came about as a combination of factors. At first, inspecting officers would be expected to wear gloves anyway since they were usually wearing dress uniforms for inspections.

When khaki service uniforms came into use during World War I, inspections were held in field uniforms, in the peacetime armies of the 1920's and 1930's. A great deal of time was spent on preparation for inspections. In those days soldiers were poorly paid and had limited social diversions available, troop housing was usually in open bay barracks. It was important for NCO's to keep soldiers occupied. Meticulous attention to minute details was expected. In the British Army, it was customary to shine the soles of boots and to polish pieces of coal. In the U.S., soldiers were assigned to paint rocks which were used to construct elaborate symbols and slogans on the ground outside the barracks. At the same time, barracks were expected to be kept immaculately clean. The ultimate test of inspection preparation was for an NCO to employ white glove prior to informing a commanding officer or inspector that the barracks was clean. Any dirt or dust would be instantly apparent.

During the 1940's the white glove inspection grew out of fashion. While barracks were always kept to acceptable cleanliness standards. World War II required the use of all

available time for training purposes. During the 1950's the custom started again, but gradually grew out of use due to the deterioration of barracks facilities, (Temporary facilities built in the 1940's to last 5 years were still in use well into the 80's).

In Civil Air Patrol use, white glove inspections followed the same pattern as the military use. CAP training activities frequently took place at the only available troop housing on bases. It would be difficult to expect CAP cadets to bring a World War II temporary building into white glove inspection condition during a limited training time. Nevertheless, it can be done and has been done.

It may not always be reasonable to expect a barracks to be brought to white glove standards. For that reason, it is preferred to let the white glove inspection be optional, based on officers confidence in the ability of the unit to pass it.

The recommended procedure is for the inspecting officer to receive the inspection report from the unit leader. If the unit leader wishes to subject his unit and facility to a white glove inspection, the unit leader should present the glove to the inspecting officer. (NOTE: Only ONE glove is used, and only by the primary inspecting officer). Thus, we have returned full circle to the custom of throwing down the gauntlet or issuing the challenge. A unit commander issuing a white glove to an inspecting officer is stating that he/she has ultimate confidence in the ability of the unit.

It is assumed that the Inspecting officer will not hold back on the scope or severity of the inspection. It is also assumed that, at the conclusion of the inspection, the glove will be returned to the unit leader for all of the members of the unit to examine. The glove is then displayed in a prominent location, regardless of condition, so that members of the unit and outsiders can note that the challenge was issued and met.

Since the unit NCO's have always had a strong role in inspection preparation, it is customary to present the glove to the ranking NCO in the unit upon completion of the training period. In this way, the flight sergeant receives a tangible symbol of service, in the same way that the flight commander receives the guidon.

Captain Bernard J. Wilson
August 22, 1991

ATTACHMENT 19
SENIOR MEMBER EQUIPMENT LIST

The encampment equipment list included in Attachment 9 of this manual is the standard cadet encampment equipment list. This list can also be used by the Senior Staff with amendments as follows.

Duty Uniform -The USAF Blue Service Uniform is generally worn daily, recommend at least three sets or more.

Fatigue Uniform (BDU)-One set minimum.

Basic medical supplies

- ☐ Band-aids
- ☐ Antiseptic
- ☐ Foot protection (moleskin)
- ☐ Foot Powder
- ☐ Tape
- ☐ Gauze pads
- ☐ Coffee pot & cups
- ☐ Soft drinks (no alcohol)

Office supplies

- ☐ Paper
- ☐ Pens
- ☐ Stapler
- ☐ Tape
- ☐ Clipboard
- ☐ Paper bags
- ☐ Envelopes
- ☐ Padlocks (2)

ATTACHMENT 20
TACTICAL OFFICERS CHECKLIST

Before the cadets arrive, or the same day cadets arrive, inspect the facilities for safety, inventory, comfort and convenience.

Safety Inspection

This includes items such as:

- ☐ Stair
- ☐ Bannisters (inside and outside)
- ☐ Fire Exits
- ☐ Fire Lights (lights outside over exit doors)
- ☐ Exit Signs
- ☐ Fire Extinguishers

Inspect outside of building for:

- ☐ Broken or uneven sidewalks
- ☐ Holes in pavement or terrain
- ☐ Trees or wires that might present a hazard. Include anything that might affect the health and safety of the flight.

Non-Expendable Inventory

Complete a building inventory:

List of everything in each room. (Complete CAWGF 100 "Non-Expendable Supplies Inventory - California Wing Encampments")

List broken items:

- ☐ Shades/Drapes/Blinds
- ☐ Desks/Chairs
- ☐ Dressers/Closet doors/Drawers

Any required repairs should be brought to the attention of the encampment Executive Officer.

Latrine Inspection -Insure proper working condition

Inspect:

- ☐ Toilets/Urinals
- ☐ Sinks
- ☐ Showers
- ☐ Drains
- ☐ Check washer and dryer (if available) to see if they are in working order.

Expendable Inventory

Check for items such as:

- ☐ Brooms
- ☐ Mops
- ☐ Brushes
- ☐ Floor buffers
- ☐ Vacuums
- ☐ Cleansers (409, Windex)
- ☐ Bleach
- ☐ Disinfectants
- ☐ Detergent
- ☐ Floor wax*
- ☐ Polish*
- ☐ Toilet paper
- ☐ Paper towels
- ☐ Light bulbs

(*Check with encampment staff for any prohibitions on floor wax or polish)

Issued Inventory

Inventory bedding to include:

- ☐ Sheets
- ☐ Pillow cases
- ☐ Blankets
- ☐ Pillows
- ☐ Mattresses

If bedding has not been issued, find out how and when that is to be done.

Medical Supplies

Items such as:

- ☐ Band-aids
- ☐ Antiseptic
- ☐ Moleskin (Blister protection)

Safety Equipment

Inventory equipment:

- ☐ Road Guard Vests
- ☐ Safety Light Wands
- ☐ Flashlights


ATTACHMENT 21
ABBREVIATIONS

STM	Squadron Training Meeting
GTM	Group Training Meeting
CTG	Cadet Training Group
CTS	Cadet Training Squadron
C/ISgt	Cadet First Sergeant
C/SgtMaj	Cadet Sergeant Major
SOP	Standard Operating Procedure
ETM	Encampment Training Manual
CDR	Commander
FLT	Flight
SQ	Squadron
GP	Group
GRP	Group
PPT	Personal Preparation Time
ES	Emergency Services
AE	Aerospace Education
PT	Physical Training
NCO	Noncommissioned Officer
ATF	Advanced Training Flight
HQ	Headquarters
CAWG	California Wing
PA	Personnel Authorization
MSA	Military Support Authorization
EC	Encampment Commander
COC	Commandant of Cadets

ATTACHMENT 22
REFERENCE LIST

CAPR 52-16	Cadet Program Management
CAWGR 52-16, CAWG OI-1	Encampment Training Manual
CAWGR 52-16, CAWG OI-2	California Wing Encampment Standard Operating Procedure (SOP)
CAWGR 52-16, CAWG OI-3	Encampment Implementation Guide (Work in progress, not yet issued)
	Leadership: 2000 and Beyond, Vol. 1-3
CAPM 39-1	The Civil Air Patrol Uniform Manual
CAPP 151	Standards, Customs, & Courtesies
AFMAN 36-2203 <small>(Formerly AFR 50-14)</small>	Drill & Ceremonies
CAPR 35-2	Notification Procedure in case of Death, Injury, or Serious Illness
CAPR 62-1	CAP Safety Responsibilities and Procedures
CAPR 112-8	Claims Under the Federal Employees' Compensation Act
CAPR 112-9	Claims, Demands, and Legal Actions for and against the Civil Air Patrol and the United States Air Force
CAPR 123-2	Grievances and Investigations
CAPR 160-2	Authorized Medical Care at Air Force Hospitals
CAPR 900-5	Insurance
CAPR 900-8	Civil Air Patrol Senior Members Accident Insurance
	First Aid Standard FIRST AID & Personal Safety, The American Red Cross

OFFICIAL

BRYON L. BRAMMER, Colonel, CAP
Commander

 MARK F. WILLIAMS, Lt. Col., CAP
 Deputy Commander of Training